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Offers findings and recommendations directed toward the establishment of junior colleges in Arizona. The report presents statistics on the size and future growth of public school population in Arizona and on the distribution of employment among industries in the State. It analyzes Arizona's crisis in education beyond the high school, discusses junior college possibilities in Arizona, and summarizes legislation relative to junior colleges in 18 other States.

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REPORT
OF THE
JUNIOR COLLEGE SURVEY COMMITTEE

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To
The Twenty-Fourth Legislature
First Regular Session

PHOENIX, ARIZONA
DECEMBER, 1958

ED000094

STATE OF ARIZONA

REPORT

OF THE

JUNIOR COLLEGE SURVEY COMMITTEE

TO

THE TWENTY-FOURTH LEGISLATURE
FIRST REGULAR SESSION

"AN ACT Relating to Education; Creating a Junior College Survey Committee to Make A Survey of Junior Colleges and Related Programs for the State of Arizona; Providing for the Appointment of a Director of the Survey and Other Employees and Fixing Their Compensation, and Making an Appropriation." (H.B. No. 238, 23rd Legislature, 2nd Regular Session)

Phoenix, Arizona
December, 1958

THE JUNIOR COLLEGE SURVEY COMMITTEE

Robert W. Prochnow, Chairman State Senate	Flagstaff, Ariz.
Paul E. Guitteau, Vice-Chairman Eastern Arizona Junior College	Thatcher, Ariz.
A. B. Schellenberg, Exec. Secretary House of Representatives	Phoenix, Ariz.
Neilson Brown State Senate	Nogales, Ariz.
V. W. Gillenwater Arizona State College	Flagstaff, Ariz.
Robert J. Hannelly Phoenix Junior College	Phoenix, Ariz.
Thos. M. Knoles, Jr. House of Representatives	Flagstaff, Ariz.
H. D. Richardson Arizona State University	Tempe, Ariz.
Francis A. Roy University of Arizona	Tucson, Ariz.
A. R. Spikes State Senate	Douglas, Arizona
John L. Tanner Assn. of Secondary School Principals	Phoenix, Arizona
E. B. Thode House of Representatives	Casa Grande, Ariz.
Frank B. Lindsay, Director	Sacramento, Calif.

JUNIOR COLLEGE SURVEY COMMITTEE
Phoenix, Arizona

December, 1958

TO THE MEMBERS OF THE TWENTY-FOURTH ARIZONA LEGISLATURE:

The report of the Junior College Survey Committee is submitted herewith. Your committee held its organization meeting on March 27, 1958. After correspondence and personal interviews with a number of qualified persons the committee engaged Frank B. Lindsay, of Sacramento, California, as its Director on June 5, 1958.

The entire committee met seven times, often for two day sessions, and small sub-committees held additional meetings. Two members of the Board of Regents, Mr. Elwood Bradford and Mr. William Mathews, met with the full committee on October 21, 1958, and their comments and suggestions were of material assistance. All committee meetings were open meetings and were frequently attended by members of the Legislature and representatives of the press.

The facts in this report, although presented because of their bearing upon the junior college needs, we believe, will be of value to all engaged in planning for education beyond the high school level in Arizona. Much data is presented on a county breakdown basis to enable a realistic appraisal of our needs and resources.

The exploding potential population of Arizona's schools from the lower grades through the institutions of higher learning presents both an immediate and a long range challenge to the Legislature and to the people of Arizona. We hope that this report will be helpful in meeting this challenge and will make a contribution of lasting value to the educational program of Arizona.

Respectfully submitted,

/signed/

Robert W. Prochnow, Chairman
Junior College Survey Committee

/signed/

A. B. Schellenberg, Exec. Secy.
Junior College Survey Committee

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The director of this study conducted for the Junior College Survey Committee wishes to acknowledge with deep appreciation the generous and wholehearted cooperation extended him by a very great number of citizens of Arizona in business and government without whose assistance and materials it would have been impossible to produce this report within the few months allotted to the Committee for its task. In particular, the following persons are mentioned with appreciation and thanks for their specific contributions:

Mr. S. A. Watt, Assistant Vice-President,
Mr. F. W. Moss, Arizona Commercial Manager, and
Mr. Murray Davidson, Commercial Engineer, of
THE MOUNTAIN STATES TELEPHONE AND TELEGRAPH COMPANY, whose population estimates for the years 1957-1970 were most valuable;

Mr. Charles Miller, Director, Promotion and Research, 1958,
VALLEY NATIONAL BANK, who kindly provided in advance of publication in the *Arizona Statistical Review* estimates of 1958 population by "trading areas" together with a file for recent years of *Arizona Progress*;

Dr. Lauren W. Casaday, Director, Bureau of Business and Public Research,
College of Business and Public Administration,
UNIVERSITY OF ARIZONA, who supplied the invaluable *Arizona County Base Book* (1958), and a file of *Arizona Business and Economic Review* with studies of Douglas, Nogales, and Yuma;

Mr. C. A. Richard, Director for Data,
PHOENIX REPUBLIC AND GAZETTE, who made available many statistics about Arizona and the Phoenix Metropolitan Area, including households and consumer spending units for counties and cities and dollar volume ranking in sales;

Mr. James A. Rork, Administrator-Director,
ARIZONA STATE EMPLOYMENT SERVICE, whose studies of *Manpower Requirements and Training Needs* for Arizona, Phoenix, and Tucson, provided indications of growth of employment by occupational groups and industries to 1961;

THE ARIZONA TAX RESEARCH ASSOCIATION which supplied *Property Tax Rates and Assessed Valuations, 1948-1957*, 1958 supplement, and *The Per Pupil Cost of Operating Public Schools in Arizona, 1957-1958*, as well as number of pupils in average daily attendance by high school districts over a number of years; and

Dr. A. D. Kincaid, Jr., HAMILTON ASSOCIATES, Hospital Consultants, kindly made available vital statistics compiled for the Maricopa County Hospital Survey.

Predictions found in this study of population and employment expansion, and growth rates for high school populations and graduates by counties are derived from information provided by the above mentioned publications.

Other officials in State government who were most helpful in giving background information included:

Mr. Bernard M. Mergen, Manager, ARIZONA DEVELOPMENT BOARD, who provided copies of Industrial Facts and Amazing Arizona! which dealt with natural resources, steel markets, electronics industry, cotton production and a variety of other commodities and industries;

Mr. K. S. Wingfield, Administrator, ARIZONA POWER AUTHORITY, whose reports, More Power for Arizona, were enlightening;

Mr. Frank P. Knight, Director, DEPARTMENT MINERAL RESOURCES, who was a mine of information about the long range program for the minerals industry, with special reference to copper production;

Mr. J. R. Cullison, State Director of Vocational Education,
Mr. Delbert R. Jerome, Supervisor of Guidance and Director, Indian Education, and
Mr. Robert E. Taylor, Supervisor of Agriculture,
DIVISION OF VOCATIONAL EDUCATION, DEPARTMENT OF PUBLIC INSTRUCTION, gave useful statistics about the programs of vocational education in high school and junior college with data on unmet needs;

Dr. Lillian B. Johnston, Curriculum Coordinator, DEPARTMENT OF PUBLIC INSTRUCTION, who supplied Annual Reports of school attendance and graduates by counties and districts;

THE BOARD OF REGENTS, Mrs. Evelyn J. Kirmse, Chairman, who at all times displayed keen interest and co-operated in every way throughout the course of the survey; and

Mr. Myron R. Holbert, Budget Director, BOARD OF REGENTS, who also generously gave financial data concerning costs of higher education.

In addition to Dr. Lauren Casaday already mentioned, officials of the UNIVERSITY OF ARIZONA provided significant information---

Dr. David L. Patrick, Vice-President for Academic Affairs, made available statistics of the institutional source of new students, and the suggestions for changes in admission requirements at higher institutions in Arizona prepared by the Regents' Committee on Admission Requirements;

Dr. Robert L. Nugent, Executive Vice-President, who gave copies of the proposal of citizens of Yuma, September 7, 1955, and an unofficial report of June, 1956, of a Committee on Junior Colleges, of which Dr. J. Lawrence Walkup, now President, Arizona State College, was chairman; and

Dr. C. B. Merritt, College of Education, whose enrollment predictions for the University of Arizona, 1957-1970, proved most informative.

Mr. David L. Windsor, Registrar and Director of Admissions, provided enrollment data for the fall semester, 1958.

ARIZONA STATE UNIVERSITY likewise made fully available information concerning curricula and enrollment data activities through:

Dr. Harold D. Richardson, Academic Vice-President,
Mr. Gilbert L. Cady, Vice-President for Business Affairs, and
Mr. Alfred Thomas, Jr., Registrar and Director of Admissions.

ARIZONA STATE COLLEGE, Flagstaff, also has supplied important information concerning not only its campus activities but its extension services to northern Arizona counties through:

Dr. Virgil W. Gillenwater, Executive Dean, and
Mr. Win R. Hensley, Registrar.

Mr. Paul Guitteau, President, EASTERN ARIZONA JUNIOR COLLEGE, graciously supplied the director with advance copy of the Report of Survey of Eastern Arizona Junior College, conducted by Dr. Robert W. Ashe, Survey Team Director, from Arizona State University, and supplemented this with detailed information of enrollments, sources of students, and community services present and future.

Dr. Robert J. Hannelly, Dean, was most accommodating in providing PHOENIX COLLEGE data on enrollment trends, curricula and future expansion possibilities of the junior college.

The County Superintendents of Schools provided immediately after the close of the school terms average daily attendance for 1957-1958, high school enrollments, and numbers of graduates. Many principals of high schools reported the numbers of graduates entering higher institutions in and out of Arizona; these statistics were most useful.

The director acknowledges major assistance received from three graduate students, each of whom conducted research in a special phase of the study:

Mr. Dell Chamberlain, Director of Curriculum, Mesa Public Schools, and a doctoral candidate at Arizona State University, excerpted statutory provisions pertaining to junior college establishment, regulation and financial support from the legislative enactments of twenty states.

Mr. R. Dudley Boyce, recently appointed Director of Placement Service, Stanford University, interviewed administrative officers at the University of Arizona, Arizona State University, and Arizona State College to obtain firsthand impressions of impending developments and institutional policies for expanding curricula, facilities, and faculty.

Mr. Donald F. Varner, graduate student at University of California, Santa Barbara, similarly interviewed many of the businessmen and directors of departments of Arizona state government previously noted to discuss the significance of statements and statistics to insure that important details might not be overlooked.

The untiring and cheerful labors of the staff, including Mrs. Clare Cahal, Secretary, Mrs. Louise Geare, and Miss Shirley Strauch, are acknowledged with deepest appreciation.

In conclusion, the director of this study wishes to express his appreciation to the Junior College Survey Committee and its several members whose candid criticisms and suggestions have guided and corrected his course of inquiry throughout its period.

Frank B. Lindsay, Director
Junior College Survey Committee

PRINCIPAL FINDINGS

The Junior College Survey Committee has carefully studied statistics of the rapid growth in numbers of Arizona's elementary and high school students, of the mounting numbers of young people of college-age both in and out of collegiate institutions, of the unmet needs of business and industry for trained manpower, and of enrollment projections for the State's higher institutions. From the various sources of information at its command, the Committee has summarized its principal findings. The Chapters of this Report contain more detailed treatment about each of the statements which are set forth below:

1. There will be a great increase in numbers of young people who will need facilities and opportunity for continued education beyond high school.

The population of Arizona has grown from 750,000 in 1950 to 1,200,000 in 1958, as estimated by the Valley National Bank in its annual statistical review. According to estimates of the U. S. Bureau of the Census, between 1955 and 1970 the population of Arizona will have increased by 79% to bring the total to 1,900,000 or 2,000,000. (U. S. News and World Report, Nov. 28, 1958, page 78.)

In Arizona the annual increase of elementary school population between 1954-55 and 1957-58 is 8%. The number of high school students increased 32% within the same period.

High School graduates numbered 8,159 in 1958; by 1965 they will number 14,000. Of the 8,159 graduating from high school in 1958, 41% are thought to have entered college.

Only 60% of high school students have been graduating from high school. The remaining 40% likewise needs to become employable through training.

2. There will be great increases in enrollments at four-year institutions. The present higher institutions of Arizona report fall enrollments, 1958, to be: University of Arizona, 10,700; Arizona State University, 9,708; and Arizona State College, 1,393. The two Universities at Tucson and Tempe expect to approach each 20,000 students, including upper division and graduate schools, within the decade. The State College will likewise triple in enrollments. Reference to the expected college-age population will quickly make evident the difficulty of the three higher institutions to care for the needs for education beyond high school.

Furthermore, these four-year institutions have not customarily provided the technical-terminal training required for many occupations in business and industry.

The projection of college-age population (18 to 24 years), according to the U. S. Bureau of the Census, Current Population Reports, Series P-25, No. 132, shows for Arizona an increase between 1950 and 1973 of 295%, the highest percentage of growth for any state:

Year	Number of College-Age Population of State
1950	80,000
1958	104,000
1963	132,000
1968	178,000
1973	236,000

The comparable percentage increase for the United States is estimated at 164%.

The President's Committee on Education Beyond the High School in its Second Report, July, 1957, notes that:

> "The needs and demands of individuals and of society in the next 10 to 15 years will require great expansion of the over-all capacity of existing colleges and universities and of other post-high school institutions, with improvements rather than sacrifice of quality. Greater diversity and accessibility of educational opportunities will also be needed. .....
>
> "Without realizing it we have become a 'society of students.' More than 40 million of us---one-quarter of the nation---are enrolled in formal education programs."

3. There will be a considerable increase in non-agricultural wage and salaried employment in Arizona and, therefore, a need for additional professional, semiprofessional, managerial and official, clerical and skilled workers.

The Arizona State Employment Service in its Study of Manpower Requirements and Training Needs has found that while between 1956 and 1961 employment in mining will have increased only by 7.6% and in agriculture 12.5%, employment in manufacturing will grow by 121%, in construction industries 53.7%, in services 48.3%, and in trade 35.7%.

In terms of Occupational Group the numerical and percentage increases are revealing:

Occupational Group	Increased Number of Positions, 1956-61	Percentage Growth
Skilled Workers	29,400	64.05%
Clerical Workers	18,800	46.88
Semi-skilled Workers	16,500	55.37
Professional Workers	13,800	65.70
Unskilled	11,900	54.09
Services	11,600	46.77
Managerial-Official	8,800	51.16
Sales Persons	7,900	45.81
Semiprofessional	4,500	93.50
Agricultural Workers	1,500	60.00
State Total	124,700	51.35

The above numbers of positions represent expansions and do not take full account of replacements needed by reason of separation from job, retirement, or death.

4. There is very unequal distribution of population and high school graduates among the counties of Arizona:

Distribution of 1957-1958 High School Graduates Among Counties

County	Number of Graduates	Percent of State Total
Apache	83	1.02
Cochise	393	4.82
Coconino	198	2.42
Gila	256	3.14
Graham	153	1.88
Greenlee	180	2.21
Maricopa	3,990	48.90
Mohave	61	0.75
Navajo	197	2.41
Pima	1,446	17.72
Pinal	445	5.45
Santa Cruz	84	1.03
Yavapai	282	3.46
Yuma	391	4.79
Arizona	8,159	100.00

5. Much the same unevenness of concentration of population will continue into the foreseeable future. In part this is a consequence of the fact that only 15.41% of the area of Arizona is privately owned. The remainder is under federal or State ownership or held in trust for Indians.

When the annual rates of growth of the high school pupil population between 1947-1948 and 1957-1958 are projected to 1965, the following figures emerge:

Projection of High School Average Daily Attendance to 1965
(based upon annual county growth rates between 1947-48 & 1957-58)

County	High School A.D.A. in 1957-1958	Estimated High School A.D.A. in 1964-1965	Percentage of Total A.D.A. in 1964-1965
Apache	558	750	1.19
Cochise	2,205	2,800	4.43
Coconino	1,106	1,500	2.37
Gila	1,287	1,500	2.37
Graham	731	800	1.26
Greenlee	936	1,200	1.90
Maricopa	23,427	32,650	51.63
Mohave	318	350	0.55
Navajo	1,112	1,350	2.14
Pima	8,600	11,700	18.52
Pinal	2,451	3,400	5.38
Santa Cruz	441	525	0.83
Yavapai	1,277	1,400	2.21
Yuma	2,252	3,300	5.22
Arizona	46,701	63,225	100.00

Percentage of Distribution of Population (1958) Among Counties

County	Estimated Population	Percentage of State Total
Apache	32,000	2.67
Cochise	49,000	4.08
Coconino	40,000	3.33
Gila	28,000	2.33
Graham	13,000	1.08
Greenlee	14,000	1.17
Maricopa	580,000	48.33
Mohave	9,000	0.75
Navajo	35,000	2.92
Pima	250,000	20.83
Pinal	65,000	5.42
Santa Cruz	12,000	1.00
Yavapai	25,000	2.08
Yuma	48,000	4.00
Arizona	1,200,000	100.00

Maricopa and Pima Counties account for two-thirds of the population of Arizona. Between 1958 and 1965 the population of Maricopa County will grow by 57%; but Phoenix will experience only a 19% growth, Chandler 38%, Mesa 47%, Tempe 60%, Glendale 126%, and Scottsdale 225%.

Gila, Graham and Greenlee Counties together have 4.58% of the population.

The five northern counties---Apache, Coconino, Mohave, Navajo, and Yavapai---have 11.75% of the population.

The concentration of high school population and of high school graduates is likewise unequal:

Distribution of 1957-58 High School Population Among Counties

County	Number of Students	% of State Total
Apache	576	1.18%
Cochise	2,318	4.76
Coconino	1,197	2.46
Gila	1,379	2.83
Graham	744	1.53
Greenlee	967	1.99
Maricopa	24,396	50.14
Mohave	317	0.65
Navajo	1,206	2.48
Pima	8,998	18.50
Pinal	2,492	5.12
Santa Cruz	417	0.86
Yavapai	1,329	2.73
Yuma	2,316	4.76
Arizona	48,652	100.00

Thus, in 1965 Maricopa County will still have 51.63% of the high school population; Pima County will have 18.52%; Pinal 5.38%; Yuma 5.22%; and Cochise 4.43%. The percentages for these five counties closely parallel present concentrations.

6. Study of junior college systems of other states have convinced the Junior College Survey Committee that their experience demonstrates that a full-time student enrollment of 320 is the minimum to enable a junior college to maintain transfer and occupational training curricula with range and quality. A formula for prediction of potential junior college enrollment is given in a chapter of this Report; here will be tabulated by counties the potential full-time equivalent student enrollments of counties in 1958 and 1965:

Potential Full-Time Equivalent Junior College Enrollment

County	Number, 1957-1958	Number, 1964-1965
Apache	70	140
Cochise	300	550
Coconino	145	300
Gila	200	225
Graham	110	170
Greenlee	140	200
Maricopa	3,100	5,700
Mohave	40	50
Navajo	165	240
Pima	1,100	2,000
Pinal	300	570
Santa Cruz	65	80
Yavapai	200	280
Yuma	300	480
Arizona	6,235	10,985

Based upon 1957-1958 high school graduates, the only counties not now served by junior colleges which seem to assure within the next few years a minimum potential enrollment of 320 full-time equivalent students are Cochise, Pima, Pinal, and Yuma. The prospects for other localities will be examined in a chapter of this Report. It is also to be noted that the potential full-time junior college student enrollment in Maricopa County seems shortly to exceed the present capacity of the Phoenix College to accommodate the numbers of students who may be desirous of attending that institution.

RECOMMENDATIONS

Recommendation I

The Legislature shall create a Junior College State Commission, the majority of the membership to be lay people.

Comment: The Junior College State Commission shall be separate from the present State Board of Education and the Board of Regents for the Universities and State College.

Explanation: Membership on the State Board of Education is ex-officio; members have not the time to enable them to give the consideration required for planning a statewide system of junior colleges intermediate between high school and higher education.

The Board of Regents has no Chancellor to effect a coordinated plan for higher education; each of the existing three institutions must press upon the Board its claims for recognition and budgetary approval. In the years immediately ahead the Board of Regents will have urgent decisions to make with respect to expansions of upper divisions and graduate and professional schools.

A Junior College State Commission could devote itself to the particular concerns of education beyond the high school which are both occupational (terminal and semiprofessional) and courses parallel to lower division programs of four year institutions.

Note: It is suggested that a representative of the Board of Regents and of the State Board of Education be members of the Junior College State Commission to further cooperation between the levels of education and agencies concerned with educational problems of the state. It is further suggested that a representative from the State Board of Education, chosen from the Division of Vocational Education, be a member of the Commission.

Recommendation II

The Junior College State Commission shall be authorized and directed to set standards for the establishment and development of all public junior or community colleges, for the administration, operation, and accreditation of junior colleges, and for qualifications of instructional staff, with due reference to vocational competence to instruct in occupational as well as academic subjects.

The Junior College State Commission shall approve the curricula offered by a junior college, in accordance with standards and annually approve the eligibility of a junior college to receive State apportionment or subsidy.

Comment: The administrative and instructional staff of a junior college may require special arrangements for certification in order to insure that experienced and qualified community leaders in businesses, the professions and the arts may teach classes in the fields of their specific competences.

Recommendation III

The Legislature shall declare for all junior colleges hereinafter to be established that the operating district shall be one county or two or more counties.

The minimum tax base of the Junior College District shall be an assessed valuation of sixty millions of dollars ($60,000,000), and a minimum potential of full-time equivalent students shall be 320.

A full-time equivalent student is student enrollment for fifteen college semester credit units, per semester.

Recommendation IV

The governing board of a district maintaining a junior college or junior colleges shall consist of five members or trustees, regularly elected as prescribed by law, not more than two of whom shall reside in the same city, municipality, or high school district.

Recommendation V

When it is desired to form a county junior college district, not less than five per cent of the qualified electors in the territory included in the proposed district shall petition the county superintendent of schools for establishment of the district. The County Superintendent shall transmit the petition to the Commission which shall conduct a survey of the proposed district to determine that the district, if established, will meet minimum standards of assessed valuation and potential full-time student enrollment. If the Commission approves the petition, the county or counties shall call and conduct an election as prescribed. If the majority of the votes cast favor the formation of the junior college district the district shall deem to be formed.

Note: It is intended that the vote to establish a junior college district, and to bond the district for capital outlay, shall follow the procedure set forth in the Constitution of Arizona, Article 7, Section 13, as amended at election Nov. 4, 1930, effective Dec. 1, 1930: "Questions upon bond issues or special assessments shall be submitted to the vote of real property taxpayers, who shall also in all respects be qualified electors of this State, and of the political subdivisions thereof affected by such question."

Recommendation VI

The Legislature shall authorize and require to be levied in each county not maintaining and operating a junior college a tax for reimbursement for the number of full-time equivalent students resident in the county in attendance at a junior college in the State during the preceding fiscal year. Such reimbursement shall be the cost of instruction of a full-time equivalent student at the junior college attended, less State apportionment or subsidy, plus an amount for capital outlay and debt service as set by the Junior College State Commission.

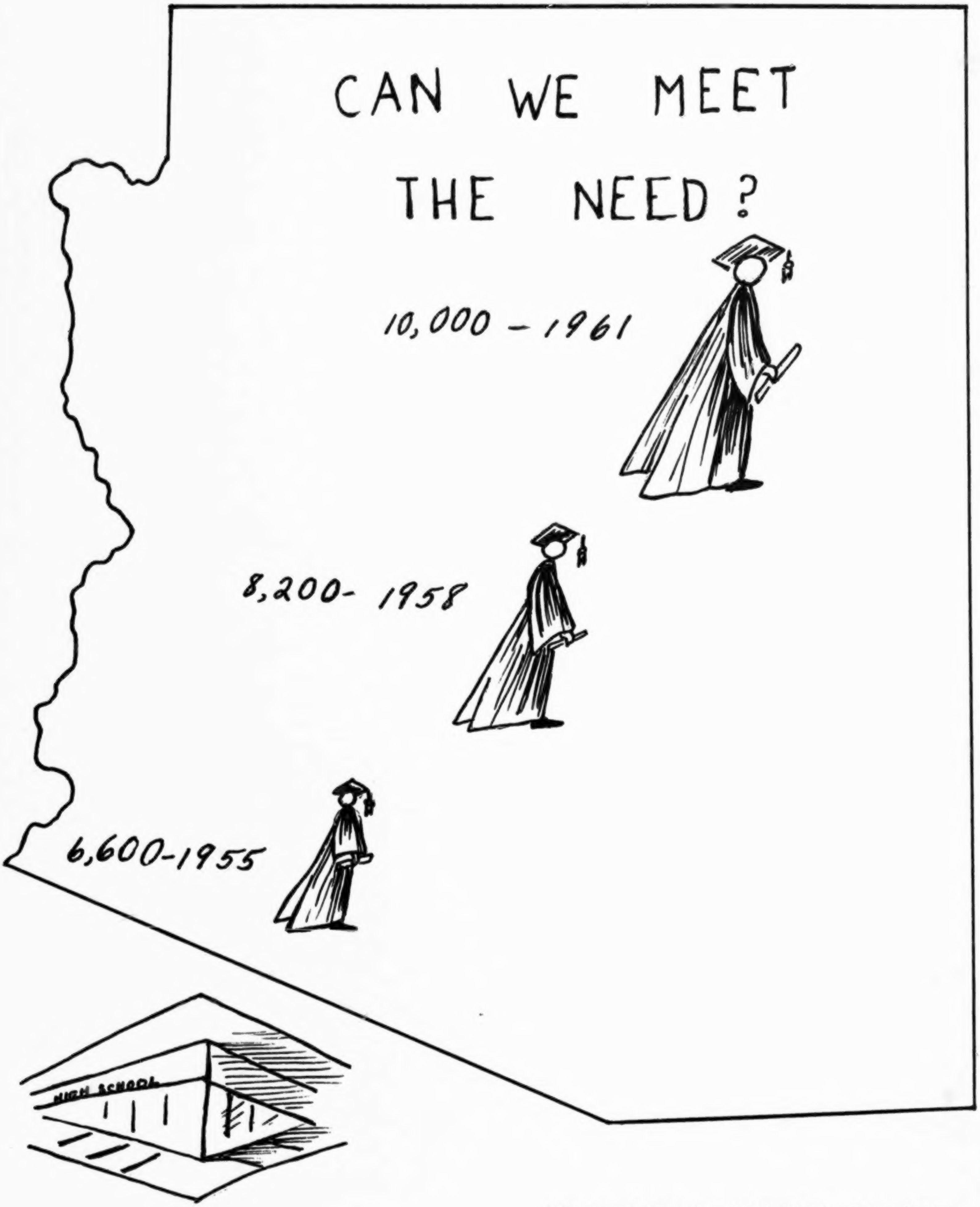
Recommendation VII

The Legislature shall replace the practice of flat sum appropriations to the presently established junior colleges (Phoenix Junior College and Eastern Arizona Junior College) with support based upon full-time equivalent students, at such a time as greater State support is forthcoming from the recommended formula than is appropriated under the present law.

The number of full-time equivalent students shall be computed by dividing total college credit units by fifteen, per semester. Support shall be based upon regular day enrollment; members of classes for adults shall not be included.

It is suggested that an increased amount, not to exceed twenty per cent, over the regularly authorized apportionment per full-time equivalent students, be allowed for the first three hundred twenty full-time equivalent students.

Comment: It is intended that the State shall support current costs of maintenance and operation of junior colleges to the extent of fifty per cent of net costs, less federal monies received by the junior college.



We are indebted to Miss Elizabeth Lindsay of Davis, California for the preparation of this graph.

CHAPTER I.

THE SIZE AND FUTURE GROWTH OF PUBLIC SCHOOL POPULATION IN ARIZONA

Distribution of Arizona's Total Population:

The estimated 1958 population of Arizona is 1,200,000. This population is very unevenly distributed. Maricopa County with 580,000 people has 48.33% of the population of Arizona. Pima County with 250,000 people has 20.83% of the total. Next in rank are Pinal County (65,000) with 5.42%; Cochise County (49,000), 4.08%; and Yuma County (48,000), 4.00%. Together the five counties include more than four-fifths of the population. With the addition of Coconino County (40,000), 3.33%, these six have 86% of all the people in Arizona:

Percentage Distribution of Population (1958) Among Counties

County	Estimated Population	Percentage of State Total
Apache	32,000	2.67
Cochise	49,000	4.08
Coconino	40,000	3.33
Gila	28,000	2.33
Graham	13,000	1.08
Greenlee	14,000	1.17
Maricopa	580,000	48.33
Mohave	9,000	0.75
Navajo	35,000	2.92
Pima	250,000	20.83
Pinal	65,000	5.42
Santa Cruz	12,000	1.00
Yavapai	25,000	2.08
Yuma	48,000	4.00
Arizona	1,200,000	100.00

The unequal distribution may be seen if the variations in density of population, the number of people per square mile, among counties are compared:

County	Number of People per square mile
Maricopa	62.87
Pima	27.05
Pinal	12.09
Santa Cruz	9.67
Cochise	7.83
Greenlee	7.47
Gila	5.89
Yuma	4.81
Navajo	3.53
Yavapai	3.09
Apache	2.86
Graham	2.82
Coconino	2.15
Mohave	0.68

In rounded numbers, the population per square mile ranges from nearly 63 in Maricopa County, 27 in Pima, and 12 in Pinal, down to three per square mile in Yavapai, Apache, and Graham Counties, to two in Coconino County, and only seven-tenths of one person in Mohave County. For Arizona as a whole the density is 10.56 persons per square mile.

The concentration of population within counties is likewise very marked. The following table illustrates the high degree of urbanization within many counties:

County	Total 1958 Population	Area of Concentration	Population
Maricopa	580,000	Metropolitan Phoenix	550,000
Pima	250,000	Metropolitan Tucson	225,000
Pinal	65,000	Casa Grande-Coolidge	28,000
Cochise	49,000	Douglas-Bisbee area	30,000
Yuma	48,000	Yuma area	36,000
Coconino	40,000	Flagstaff area	22,000
Navajo	35,000		
Apache	32,000		
Gila	28,000	Globe-Miami area	21,000
Yavapai	25,000	Prescott area	16,500
Greenlee	14,000	Morenci-Clifton area	12,000
Graham	13,000	Safford-Thatcher area	12,000
Santa Cruz	12,000	Nogales area	10,000
Mohave	9,000	Kingman area	7,000

Since only 15.41% of the area of Arizona is available for private ownership, such congestion of population in a few localities is presently inescapable. Water and power to support agricultural production and industries also are significant factors.

Arizona's population in 1950 was 750,000. The U. S. Bureau of the Census estimates that the growth in population between 1955 and 1970 will be 79% to bring the number of residents to 1,900,000 or two million.

Arizona is a rapidly growing and increasingly important state. Between 1940 and 1950 the population of Arizona grew 53.42%, and 1958 finds the people of Arizona 60.00% more numerous than in 1950. From 499,261 in 1940 and 749,587 in 1950, the current estimate has become 1,200,000 people. In rate of population growth, Arizona--77% over a ten-year period--ranks second only to Nevada and far ahead in percentage gain of population to Florida (69%), New Mexico (55%), and California and Colorado (each with 42%) for the past decade.

The Growth of Pupil Population in the Public Schools

The effect of such phenomenal increase in population is reflected likewise in the growth of the elementary and high school populations of the public schools:

School-year	Elementary School Membership	High School Membership	High School Graduates
1954-1955	146,188	36,778	6,604
1955-1956	157,320	39,276	7,119
1956-1957	169,310	43,168	7,575
1957-1958	182,608	48,652	8,159

In 1957-1958 the number of high school graduates was 23.55% larger than just three years earlier. The number of high school students in 1957-1958 was 32.28% greater than in 1954-1955, and the elementary school population in the same three years increased by 24.90%.

The yearly rate of increase for the same interval in elementary school and high school is also informative:

Percentage annual increase	1955-1956 over 1954-1955	1956-1957 over 1955-1956	1957-1958 over 1956-1957
Elementary School	7.59	7.63	7.85
High School	6.79	9.91	12.70

It appears that the elementary school population is growing at an annual rate which will very soon exceed 8%. The more rapidly increasing annual rates for high school probably reflect the increased birth rates and a growing tendency for young people more and more to stay in school until graduation. It is useful to note that while the total high school population grew by 32.28% between 1954-1955 and 1957-1958, the fourth grade population alone increased by 41.4%, from 16,339 to 23,101. The fourth grade pupils of 1957-1958 will enter high school in the fall semester of 1963. It seems safe to conclude that the larger numbers of pupils already enrolled in elementary school will very shortly result in a marked increase in high school students and graduates. This fact makes timely an investigation of opportunities for these young people to obtain education beyond high school.

The rate of growth in elementary schools differs widely among counties, however, as a few examples can illustrate:

Increases and Percentages of Growth in
First Grade Enrollments Among Counties

County	1st Grade Membership, 1954-1955	1st Grade Membership, 1957-1958	Percentage of increase over 3-year period
Apache	378	608	60.85%
Navajo	571	854	49.56
Mohave	143	204	42.66
Maricopa	10,970	14,418	31.43
Coconino	561	707	26.03

In all of these the rate of growth is substantially in excess of 8% per annum. The total increase statewide was from 23,847 in 1954-1955 to 29,335 in 1957-1958, or 23.01%. On the other hand some counties showed little gain in school population: Yavapai had a first grade growth of only 1.68%; Graham, of 6.51%; and Gila and Greenlee Counties actually showed a decrease--of 11.48% and 14.56% respectively.

It is useful to note the varying rates of growth in high school average daily attendance over the ten years from 1947-1948 to 1957-1958 among counties. The application of the annual average rate of growth to the seven-year period 1958-1965 provides an estimate for the average daily attendance by the school-year 1964-1965:

County	High School ADA, 1947-8	High School ADA, 1957-8	Average Annual Growth Rate (rounded %)	Estimated High School ADA, 1965
Apache	295	558	9%	750
Cochise	1,380	2,205	6	2,800
Coconino	520	1,106	11	1,500
Gila	1,020	1,287	3	1,500
Graham	638	731	1.5	800
Greenlee	539	936	7	1,200
Maricopa	10,145	23,427	13	32,650
Mohave	262	318	2	350
Navajo	739	1,112	5	1,350
Pima	4,032	8,600	11	11,700
Pinal	1,115	2,451	12	3,400
Santa Cruz	319	441	4	525
Yavapai	1,067	1,277	2	1,400
Yuma	745	2,252	20	3,300

The total of the county estimates for 1964-1965 is 63,225 units of average daily attendance for the high schools. When the average annual rate of growth statewide is calculated for 1947-8 (22,816) to 1957-8 (46,701) it is found to be 10%; applying this rate to the 1947-8 base, in 1964-5 the high school ADA would be 62,600, which agrees very well with the total of county estimates calculated separately in terms of their several differing growth rates.

To provide a check upon the influence of factors which may originally have stimulated population growth within a county in the earlier years of the 1948-1958 decade, and to give proper weight to influences which may have become operative only recently, the annual average rates of high school growth for the interval 1955-1956 through 1957-1958 have been calculated and independent estimates of ADA for 1964-1965 were made. By counties the results were as follows:

Arizona only 61.7% of eighth grade pupils graduate from high school which is below the national average of 62.7% and much smaller than the 71% graduating in California and Utah or the 82% of Nevada pupils who graduate from high school. The same source points out that while school revenue derived from State sources is only 27% in Arizona, the State provides 44% of school support in California and 43% in Utah. With only the district tax base available to draw upon for three-fourths of their funds, high schools have been limited in providing the foundation trainings in vocational fields which would hold more students in high school.

Clearly there is need for more young people to complete high school, to obtain sound groundwork for future training before high school graduation, and to go on into advanced training after graduation. For many the need is for business training--secretarial and office-machine operation--and in distributive fields, wholesale, retail, and sales. For another large number the need is apprenticeship with classes in related studies outside of working hours. There is apparent a very considerable need to motivate numbers of high school students and graduates to enter college. This is shown indirectly by a comparison of Arizona with adjoining states with respect to per cent of school age population enrolled in school, average number of days attended per pupil enrolled, and high school graduates as per cent of eighth-grade enrollment:

County	Annual Rate of Growth for period 1955-1958	Projected ADA, 1964-5	Estimated High School Graduates 1964-65
Apache	18%	900	180
Cochise	9.5	3,075	680
Coconino	13	1,650	375
Gila	2	1,400	285
Graham	6	940	215
Greenlee	6	1,275	255
Maricopa	12.5	35,030	7,360
Mohave	0.6	330	65
Navajo	8.5	1,500	300
Pima	10.5	12,330	2,500
Pinal	8.5	3,275	730
Santa Cruz	3	500	100
Yavapai	4.5	1,550	360
Yuma	7	2,940	600

The sum of county estimates is 66,695; the statewide rate of 10.5% gives 66,900. Certain counties show differing growth rates in the two tables. Apache is increasing in high school population much more rapidly in recent years than the ten-year rate would indicate. On the other hand, Yuma seems to be lessening in annual rate of increase. By 1965 high school graduates will be approaching 14,000 in number, compared with 8,159 for 1957-1958.

In Maricopa County certain districts promise to be greatly enlarged in high school population by 1965. Agua Fria, a mere 263 in ADA in 1956 and 429 in 1958, may reach 1,000 by 1965 if it continues to grow as it has over the past three years. Glendale Union would increase from 2,700 in 1958 to 5,500. Scottsdale would reach 3,400. The only other district showing comparable gains is Flagstaff which should have an ADA of 1,300 by 1965. Since Arizona is attracting more and more residents and industries, the estimates of increases in high school population in all likelihood are entirely too conservative.

Even with Arizona's present elementary school population, without additions by in-migration over the next decade, the annual totals of high school graduates could greatly expand if a larger percentage of high school pupils persisted throughout high school. Statistics provided by the U. S. Office of Education show that in

Comparison of Arizona with Adjoining States
School-Age Population and Expenditures

	United States	Arizona	California	Nevada	Utah	New Mexico
Per cent of School-Age (5-17) Population Enrolled in School, 1953-1954, note 1	83.5	89.2	90.0	85.0	94.3	83.6
Average Number of Days Schools were in Session, 1953-1954, note 1	178.6	170.5	176.8	176.2	174.1	180.0
Average Number of Days Attended Per Pupil Enrolled, 1953-1954, note 1	158.9	140.9	174.3	144.0	158.5	150.6
High School Graduates, 1953-1954, as Per cent of Eighth-grade Enrollment 1949-1950, note 1 and note 3	62.7	61.7	71.5	82.3	71.4	50.0
Estimated Per cent of School Revenue Derived From State Sources, 1957-1958, note 2	40.6	27.1	44.4	46.4	42.7	67.9

Note 1- U. S. Office of Education: Biennial Survey 1952-1954, Washington, D. C., 1956.

Note 2- National Education Association, Research Division: Advance Estimates of Public Elementary and Secondary Schools for the School Year 1957-1958, Washington, D. C., November 1957.

Note 3- U. S. Office of Education: Biennial Survey, 1948-1950, 1952.

It was noted in the Principal Findings that there will shortly be great increases in numbers of high school graduates who will want to continue their education beyond high school. Many thousands of these will have no need to pursue a full four-year undergraduate college curriculum to make themselves employable in the labor market. In addition there are young people who have quit high school before graduation; in numerous instances these find it necessary to return to school to fit themselves more fully for occupations for which they show aptitude and interest. The opportunities for employment afforded by the expanding business and industry of Arizona will be examined in the next chapter.

CHAPTER II.

TRENDS IN EMPLOYMENT IN ARIZONA

Arizona is fortunate that its human and natural resources enable it to support a growing population and to expand its facilities for education of its young people. The State stands first in growth of agricultural income; over the decade 1946-1956 the gain was 128%. Arizona leads the nation in non-ferrous mineral production; in 1956 the State produced 34.8% of the national output. (Utah ranked next with a production of 20% and Montana third with 8.9% of national production.) Arizona also leads the nation in growth of manufacturing and non-agricultural employment as well as in rate of growth of bank deposits.

The labor force of Arizona in 1957 was distributed as follows:

Services, includes Finance, Insurance, Real Estate	33.91%
Trade: Wholesale and Retail	17.96
Agriculture	11.59
Manufacturing	11.05
Government: federal, state, and local	8.93
Transportation, Communications, and Public Utilities	6.34
Contract Construction	5.51
Mining	4.71

In 1956 the labor force produced an income of one and one-half billions of dollars in four basic industries. The percentage distribution of income was as follows:

Mining	32.63%
Manufacturing	27.72
Crops and Livestock	25.80
Tourists	13.85

Employment in Arizona is not static. The employment picture of the moment will undergo rapid changes in the years immediately ahead. A study conducted by the Arizona State Employment Service of Manpower Requirements and Training Needs predicts that while between 1956 and 1961 the population of Arizona will increase 30%, non-agricultural wage and salaried employment will increase 52%. The increase in agricultural employment will be only 12.5% and in mining 7.6%. On the other hand employment in manufacturing will grow by 121%; in construction industries, 53.7%; in services, 48.3%; and in trade, 35.7%.

The Study summarizes the situation at hand:

> "The next five years will see a considerable shifting in non-agricultural wage and salaried employment in Arizona. Manufacturing firms will employ the largest number of workers in 1961. The wholesale and retail trades and the service industries were first and second in numbers employed in 1956, but they will slip to second and third place respectively. Government establishments, federal, state, and local, should maintain their position of fourth largest employer of wage and salaried workers. Dropping from fifth to sixth place with respect to numbers employed will be the transportation, communications, and public utilities industry. Construction employment will rise from sixth to fifth place position due to increased demands for industrial and residential building as well as highway expansion and river development construction. Mining is one of the most stable industries in Arizona. During the period 1956 to 1961, total employment in mining should increase by only 8%. This increase will maintain the mining industry as seventh largest employing industry in the State. In eighth position, in terms of numbers employed, are the finance, insurance and real estate firms. This rapidly expanding industry is expected to show an increase of 75% in numbers employed during the five-year period."

After considering the numbers of graduates, with training for specific occupational groups, from the State's high schools, private schools, the Universities and State College, the Study comments that by 1961:

> "There will be a need for 72,100 additional professional, semi-professional, managerial and official, clerical, and skilled workers in Arizona above and beyond the identifiable additions to the labor force discussed previously. The total deficit for all occupational groups is estimated at 112,200 trained workers."

The Study of the Employment Security Commission shows the needs of Arizona for trained manpower by comparison of employment among occupational groups in 1956 and projections for 1961. It must be borne in mind that the predictions are conservative since they are based upon industries already established in the State or presently known to be locating in Arizona; there will undoubtedly be additions not anticipated in 1956 and 1957 when the Study was originally undertaken.

Occupational Group	Employed, 1956	Projected, 1961
Professional	21,000	34,800
Semiprofessional	4,800	9,300
Managerial and Official	17,200	26,000
Clerical	40,100	58,900
Sales	17,200	25,100
Service	24,800	36,400
Agricultural	2,500	4,000
Skilled	45,900	75,300
Semiskilled	29,800	46,300
Unskilled	22,000	33,900
Total	225,300	350,000

It is revealing to rearrange the statistics in order of numerical increases from largest to smallest group and to set alongside the percentage increase from 1956 to 1961:

Occupational Group	Numerical Increase in Positions 1956-1961	Predicted Percentage Growth 1956-1961
*Skilled Workers	29,400	64.05%
*Clerical Workers	18,800	46.88
Semiskilled	16,500	55.37
Professional	13,800	65.70
Unskilled	11,900	54.09
*Services	11,600	46.77
Managerial and Official	8,800	51.16
*Sales Persons	7,900	45.81
*Semiprofessional	4,500	93.50
Agricultural Workers	1,500	60.00
State Total	124,700	51.35

It also must be kept in mind that the numbers above represent expansions and do not take full account of replacements needed by reason of separation from the occupation, retirement, or death. When the possible services of junior colleges in meeting the training needs are considered in a later chapter, it will be found that these institutions are ideally suited to give occupational training to skilled, clerical, and semiprofessional workers as well as persons to be employed at sales and services jobs, as starred above. These occupational groups account for 57.5% of the job increases by 1961. The total of persons estimated to be employed in these classifications in 1961 is likewise 58.5% of all projected employment. Even in the professional and managerial groups, junior colleges can supply opportunity for the first two years of college instruction parallel to the lower divisions in four-year institutions.

The Study made by the Arizona State Employment Service concludes:

> "Of every 100 additional openings for draftsmen and designers, only twelve are now identifiable from present estimates. The demand for secretaries, stenographers and typists will exceed the identifiable available supply by over 56%. Only 13% of the number of additional machinists required and none of the tool and die makers needed will be trained according to present estimates. Only 27% of the additional requirements for aircraft and automobile mechanics will be met by Arizona training facilities. Of the additional jobs for electrical and electronic repairmen and technicians only one-third will be filled with Arizona trained workers."

Since only three-fifths of high school pupils graduate from high school, there is need to provide means to make these young adults employable, whether they are graduates or not. When the need of Arizona's industries for trained manpower is so acute, these young people must be given every opportunity to get training and to make good on jobs.

CHAPTER III.

DISPARITIES IN EMPLOYMENT AMONG COUNTIES OF ARIZONA

It has been noted in the preceding chapter that employment in trade and services accounts for more than half of all gainfully employed persons in Arizona in 1957. Together with positions in agriculture and manufacturing, the four principal groups comprise three-fourths of the total employment. As would be expected from the extreme variations in concentration of population among counties, the extent of employment differs markedly in both quantity and type by regions of the State.

MARICOPA COUNTY

Again, Maricopa County has the bulk of employment, 48.64%. The distribution of employed persons by industries reveals a wide range.

Distribution of Employment Among Industries

Industry	Number Employed	Percentage of County Total
Service, includes Finance, Real Estate and Insurance	59,600	34.97%
Trade: Wholesale and Retail	33,900	21.24
Manufacturing	23,200	13.62
Agriculture	16,600	9.74
Government: federal, state and local	14,000	8.22
Transportation, Communications, and Public Utilities	10,900	6.40
Contract Construction	9,700	5.69
Mining and Quarrying	200	0.12
Total	170,400	100.00

Trade and services provide 56% of employment; with manufacturing and agriculture four-fifths of all employed persons are accounted for. In terms of the labor force, mining is seen to be a negligible industry in Maricopa County.

If the number of persons employed in Maricopa County in a particular industry is compared with the total employment for that industry in Arizona, the concentration of business and industry in Maricopa County is further highlighted.

Maricopa County's Share of Statewide Employment in Industries

Industry	Number Employed	Percentage of State Total in Industry
Manufacturing	23,200	59.95%
Trade: Wholesale and Retail	36,200	57.58
Contract Construction	9,700	50.26
Service, includes Finance, Insurance and Real Estate	59,600	50.17
Transportation, Communications, and Public Utilities	10,900	49.10
Government: federal, state, local	14,000	44.73
Agriculture	16,600	40.89

Maricopa County is also first among the counties in acreage of cropland harvested -- 457,417 acres or 41.83% of the total. It is therefore not surprising that Maricopa County represents 41.06% of the 1958 assessed valuation of Arizona -- $538,674,654.00 of $1,311,972,257.00 for the entire State.

The Study of Manpower Requirements and Training Needs for the Phoenix labor market area, conducted by the State Employment Service, predicts a 58% increase in total employment by 1961 over 1956. Jobs will increase from 170,400 in 1957 to 245,200 in 1961. Manufacturing will more than double its employment. Positions in trade establishments will grow by 44%, in construction by 68%, in services by 46%. "Our findings indicate that the greatest proportional increase in employment will be in the semiprofessional occupations. These will show an increase of 103% in the five-year period ... Employment of skilled workers will also increase 78% ... Our survey indicates that there will be 3,500 professional jobs that will not be filled from foreseeable additions to the Phoenix labor force. There will be 2,000 semi-professional jobs, 4,500 managerial and official, 8,600 clerical, 4,400 sales, and 7,800 skilled jobs for which trained people will be needed."

PIMA COUNTY

Pima County ranks second among Arizona counties in the number of persons employed in industries, with 68,800 in 1957 or 19.64%.

Distribution of Employment Among Industries

Industry	Number Employed	Percentage of County Total
Service, includes Finance, Insurance and Real Estate	28,600	41.57%
Trade: Wholesale and Retail	12,900	18.75
Manufacturing	9,000	13.08
Transportation, Communications, and Public Utilities	5,100	7.41
Government: federal, state, local	4,800	6.98
Contract Construction	3,900	5.67
Mining and Quarrying	2,400	3.49
Agriculture	2,100	3.05
Total	68,800	100.00

Service and Trade comprise three-fifths of employment; with manufacturing and utilities (replacing agriculture among the top four industries) the fraction of the county total is four-fifths.

Holding in mind that Pima County has a fifth of the gainfully employed persons in Arizona, the percentages of these with State totals for industries are of some interest:

Pima County's Share of Statewide Employment in Industries

Industry	Number Employed	Percentage of State Total in Industry
Service, includes Finance, Insurance and Real Estate	28,600	24.07%
Manufacturing	9,000	23.26
Transportation, Communications, and Public Utilities	5,100	22.97
Trade: Wholesale and Retail	12,900	20.51
Contract Construction	3,900	20.21
Government: federal, state, local	4,800	15.34
Mining and Quarrying	2,400	14.54
Agriculture	2,100	5.17

Pima County has 54,177 acres of cropland harvested and ranks fourth among counties with 4.95% of the State's total. Again, as with Maricopa County, there is close correspondence between percentage of cropland harvested and percentage of the labor force within the county engaged in agriculture compared with the

State as a whole. Not only has Pima County about one-fifth of Arizona's population and similar fractions of the State's labor force in Service, Trade, Manufacturing, Public Utilities, and Contract Construction, Pima County likewise has 18.5%--$242,713,000.00--of the 1958 assessed valuation of Arizona.

The Study of Manpower Requirements and Training Needs for the Tucson labor market area, conducted by the State Employment Service, shows that by 1961 employment in manufacturing will have increased 79% over 1956, in services 58%, in construction 37%, with public utilities 35% and in trade 32%.

In terms of existing institutions for training the Study notes: "For every hundred additional openings for draftsmen, only 16 will be filled from Arizona sources according to present estimates. Of the additional bookkeepers required, only 63% will be trained locally. Additional demand for secretaries will exceed the identifiable available supply by 65% while for stenographers, the additional number needed will be 64% greater than the identifiable training output. Only 58% of the additional clerk-typists, and 27% of the additional salespersons required to meet the 1961 demands will be forthcoming from Arizona training facilities."

PINAL COUNTY

Pinal County is third in rank order of population, employment and assessed valuation among Arizona's counties. Its 65,000 residents comprise 5.42% of the State's population; its 18,700 employed persons in 1957 were 5.34% of the total; and Pinal County's 1958 assessed valuation of $118,677,925.50 is 9.05% of Arizona's total assessed valuation. It is of some interest to note that the percentage of assessed valuation is so much higher than the percentages of population and employment. One clue is agricultural production. Pinal County with its 306,445 acres of cropland harvested has 28.03% of the State's total in this industry; its rank is second among the counties in cropland under production. Mining is the other leading industry.

Distribution of Employment Among Industries

Industry	Number Employed	Percentage of County Total
Mining and Quarrying	4,700	25.13%
Service, includes Finance, Insurance and Real Estate	4,700	25.13
Agriculture	4,500	24.06
Trade: Wholesale and Retail	1,900	10.16
Government: federal, state local	1,100	5.89
Contract Construction	800	4.28
Transportation, Communications, and Public Utilities	700	3.74
Manufacturing	300	1.60
Total	18,700	100.00

Three-fourths of the labor force are engaged in Mining, Agriculture, and Services. In contrast to Maricopa and Pima Counties, manufacturing is negligible at present in terms of employment opportunities.

Pinal County's Share of Statewide Employment in Industries

Industry	Number Employed	Percentage of State Total in Industry
Mining and Quarrying	4,700	28.48%
Agriculture	4,500	11.08
Service, includes Finance, Insurance and Real Estate	4,700	3.96
Contract Construction	800	4.15
Government: federal, state, local	1,100	3.51
Transportation, Communications, and Public Utilities	700	3.15
Trade: Wholesale and Retail	1,900	3.02

Since agriculture and mining account for half the employment outside of businesses rendering trading area services, yearly turnover is small and job opportunities are limited. Communities are dispersed about Pinal County but two-thirds of the population is found in the Casa Grande-Coolidge-Eloy-Florence area within approximately a twenty-five mile radius about Casa Grande.

COCHISE COUNTY

Cochise County ranks fourth in Arizona in population--49,000 or 4.08%--and fifth in assessed valuation, $66,050,665.00 or 5.03% of the State total. Cochise County has 15,100 employed in industries.

Distribution of Employment Among Industries

Industry	Number Employed	Percentage of County Total
Service, includes Finance, Insurance and Real Estate	4,000	26.49%
Government: federal, state, local	2,900	19.20
Mining and Quarrying	2,000	13.25
Trade: Wholesale and Retail	1,800	11.92
Agriculture	1,600	10.60
Manufacturing	1,400	9.27
Contract Construction	700	4.64
Transportation, Communications, and Public Utilities	700	4.64
Total	15,100	100.00

In many respects Cochise County presents a well-balanced economic base distributed among business, mining, agriculture, and growing manufacturing, which offer 90% of employment opportunities; 60% of the population is located in the Bisbee-Douglas area but the farming communities, as at Willcox, are growing also.

Cochise County's Share of Statewide Employment in Industries

Industry	Number Employed	Percentage of State Total in Industry
Mining and Quarrying	2,000	12.12%
Government: federal, state, local	2,900	9.27
Agriculture	1,600	3.92
Contract Construction	700	3.63
Manufacturing	1,400	3.62
Service, includes Finance, Insurance and Real Estate	4,000	3.37
Transportation, Communications, and Public Utilities	700	3.15
Trade: Wholesale and Retail	1,800	2.86

YUMA COUNTY

Yuma County with 48,000 population--4.00% of the State total--has three-fourths of its residents concentrated in the Yuma trading and farming area. In cropland harvested Yuma County stands after Maricopa and Pinal Counties with 123,853 acres, 11.33% of the State total. The three counties account for more than four-fifths of farmland under crop production. In net assessed valuation in 1956, Yuma County with $55,454,639.00 has 4.2% of the State total. Its 17,500 employed persons are 5.0% of all employed.

Distribution of Employment Among Industries

Industry	Number Employed	Percentage of County Total
Agriculture	4,500	25.71%
Service, includes Finance, Insurance and Real Estate	4,200	24.00
Trade: Wholesale and Retail	2,800	16.00
Government: federal, state, local	2,400	13.71
Contract Construction	1,600	9.14
Transportation, Communications, and Public Utilities	1,400	8.00
Manufacturing	500	2.86
Mining and Quarrying	100	0.57
Total	17,500	100.00

Agriculture, service and trade account for two-thirds of employment; manufacturing is in its infancy and mining is negligible.

Yuma County's Share of Statewide Employment in Industries

Industry	Number Employed	Percentage of State Total in Industry
Agriculture	4,500	11.08%
Contract Construction	1,600	8.29
Government: federal, state, local	2,400	7.66
Transportation, Communications, and Public Utilities	1,400	6.31
Trade: Wholesale and Retail	2,800	4.45
Service, includes Finance, Insurance and Real Estate	4,200	3.54

Yuma County has a solidly based economy founded on agriculture but diversified by businesses--service, trade, and contract construction.

> Note-The five counties already considered--Maricopa, Pima, Pinal, Cochise, and Yuma--have more than three-fourths of the assessed valuation of the State, more than four-fifths of Arizona's population and employed persons, and more than nine-tenths of acreage in cropland harvested. Only one county, Greenlee, exceeds any of the foregoing in assessed valuation, due to mining properties.

COCONINO COUNTY

Coconino County is the leading county among the northern group in population and employment, with 40,000 residents (recently augmented by dam construction workers), or 3.33% of the State total, and 10,900 employed or 3.11% of the labor force of Arizona. Its assessed wealth of $45,198,193.00 is 3.45% of the entire State. The population is heavily concentrated about Flagstaff with 22,000 residents.

Distribution of Employment Among Industries

Industry	Number Employed	Percentage of County Total
Service, includes Finance, Insurance and Real Estate	3,700	33.95%
Agriculture	1,600	14.68
Trade: Wholesale and Retail	1,400	12.84
Government: federal, state, local	1,400	12.84
Manufacturing	1,000	9.17
Contract Construction	800	7.34
Mining and Quarrying	500	4.59
Transportation, Communications, and Public Utilities	500	4.59
Total	10,900	100.00

Service and trade provide almost half of employment; with the addition of agriculture and government nearly three-fourths of all employment is accounted for. Contract construction undoubtedly has occupied a much larger position among industries with commencement of work on Glen Canyon Dam construction in the area.

The percentages of statewide employment in industries shared by Coconino County are small and not particularly significant for the statewide picture, so they have not been reproduced here--nor for its neighboring northern counties.

YAVAPAI COUNTY

Yavapai County slightly exceeds Coconino County in assessed valuation with $47,581,424.00 or 3.6% of the State total. Its population is 25,000 or 2.06% of Arizona, with a heavy concentration of 16,500 in the Prescott trading area.

Distribution of Employment Among Industries

Industry	Number Employed	Percentage of County Total
Service, includes Finance Insurance and Real Estate	3,400	38.64%
Trade: Wholesale and Retail	1,300	14.77
Agriculture	1,000	11.36
Manufacturing	700	7.95
Contract Construction	700	7.95
Mining and Quarrying	600	6.82
Government: federal, state local	600	6.82
Transportation, Communications, and Public Utilities	500	5.68
Total	8,800	100.00

Two-thirds of employment is concentrated in agriculture, service and trade.

APACHE AND NAVAJO COUNTIES

Apache and Navajo Counties are considered together for convenience. They have populations of 32,000 and 35,000 respectively--2.67% and 2.92%. In employment they have comparable percentages of the State total--Apache 8,900 or 2.54%, and Navajo 9,000 or 2.57%. The assessed valuation of Apache County is $16,668,191.00 or 1.27% and of Navajo County, $20,610,015.00 or 1.57%.

Distribution of Employment Among Industries

Industry	Apache County Number Employed	Apache County Per Cent County Total	Navajo County Number Employed	Navajo County Per Cent County Total
Agriculture	3,700	41.57%	2,600	28.89%
Service, includes Finance, Insurance and Real Estate	2,100	23.60	2,700	30.00
Manufacturing	900	10.11	600	6.67
Government: federal, state, local	800	8.99	900	10.00
Transportation, Communications, and Public Utilities	500	5.62	1,000	11.11
Trade: Wholesale and Retail	400	4.49	900	10.00
Mining and Quarrying	300	3.37	100	1.11
Contract Construction	200	2.25	200	2.22
Total	8,900	100.00%	9,000	100.00%

MOHAVE COUNTY

Mohave County has 9,000 inhabitants or 0.75% of Arizona's populations; of these 7,000 reside in or near Kingman. Its assessed valuation is $26,269,439.00 or 2% of the total. It is the least populated county and has the smallest labor force, 2,400 or 0.69%.

Distribution of Employment Among Industries

Industry	Number Employed	Percentage of County Total
Government: federal, state local	800	33.33%
Trade: Wholesale and Retail	500	20.83
Service, includes Finance, Insurance and Real Estate	400	16.67
Agriculture	300	12.50
Transportation, Communications, and Public Utilities	200	8.33
Mining and Quarrying	100	4.17
Contract Construction	100	4.17
Manufacturing	---	----
Total	2,400	100.00%

FIVE NORTHERN COUNTIES

The five northern counties combined--Apache, Coconino, Mohave, Navajo, and Yavapai--have a labor force of 40,000 persons (11.33% of Arizona) with State percentages as follows:

Distribution of Employment Among Industries

Industry	Number Employed	Percentage of State Total in Industry
Service, includes Finance, Insurance and Real Estate	12,300	10.35%
Agriculture	9,200	22.46
Trade: Wholesale and Retail	4,500	7.15
Government: federal, state local	4,500	14.38
Manufacturing	3,200	8.27
Transportation, Communications, and Public Utilities	2,700	12.16
Contract Construction	2,000	10.36
Mining and Quarrying	1,600	9.70

SANTA CRUZ COUNTY

Santa Cruz County has 12,000 residents, or 1.00% of the total population of Arizona, of whom 10,000 live in and around Nogales. Its labor force of 3,800 is 1.08% of the State total. It ranks last in assessed valuation--$8,537,106.00 or 0.65% of Arizona's valuation. Trade and Service occupations engage three-fifths of its employed persons.

Distribution of Employment Among Industries

Industry	Number Employed	Percentage of County Total
Trade: Wholesale and Retail	1,100	28.95%
Service, includes Finance, Insurance and Real Estate	1,100	28.95
Government: federal, state, local	500	13.17
Agriculture	300	7.89
Contract Construction	300	7.89
Mining and Quarrying	200	5.26
Transportation, Communications, and Public Utilities	200	5.26
Manufacturing	100	2.63
Total	3,800	100.00%

GREENLEE COUNTY

Greenlee County has 14,000 inhabitants, or 1.17% of the total, of whom 11,500 cluster about Morenci and Clifton trading areas. Its assessed valuation is $77,068,907.00 or 5.87% of the State's valuation in 1958; Greenlee County thus ranks immediately after Maricopa, Pima, and Pinal Counties and before Cochise County in valuation. Its rank in population and employment is eleventh from the top, however, with 4,500 employed or 1.28% of the labor force. Mining is the principal industry.

Distribution of Employment Among Industries

Industry	Number Employed	Percentage of County Total
Mining and Quarrying	2,500	55.56%
Service, includes Finance, Insurance and Real Estate	800	17.78
Agriculture	300	6.67
Manufacturing	300	6.67
Trade: Wholesale and Retail	200	4.44
Government: federal, state local	200	4.44
Contract Construction	100	2.22
Transportation, Communications, and Public Utilities	100	2.22
Total	4,500	100.00

Of the 16,500 persons engaged in Arizona in 1957 in mining and quarrying, the majority was concentrated in five counties as already noted in the instances of four of these:

Note on Mining Employment

County	Number in Mining	Percentage of State Total
Pinal	4,700	28.48%
Gila	2,700	16.36
Greenlee	2,500	15.75
Pima	2,400	14.54
Cochise	2,000	12.12

The five counties account for 14,300 persons employed in mining, or nearly 87% of the total.

GILA COUNTY

Gila County has 28,000 people, 2.33% of the State total, of whom three-fourths reside in the Globe-Miami trading area. Its labor force of 7,700 in 1957 was concentrated in mining and service occupations; the 7,700 is 2.20% of Arizona's labor force. Its 1958 assessed valuation is $35,991,690.00 or 2.74% of the State as a whole; its rank ninth.

Distribution of Employment Among Industries

Industry	Number Employed	Percentage of County Total
Mining and Quarrying	2,700	35.06%
Service, includes Finance, Insurance and Real Estate	2,300	29.87
Trade: Wholesale and Retail	900	11.69
Manufacturing	600	7.79
Government: federal, state local	600	7.79
Transportation, Communications, and Public Utilities	300	3.90
Agriculture	200	2.60
Contract Construction	100	1.30
Total	7,700	100.00

GRAHAM COUNTY

Graham County has 13,000 or 1.08% of the State's population, with 12,000 residents in the Safford-Thatcher trading area. Its employed population of 3,800 is also 1.08% of the State's labor force. The assessed valuation is $12,476,058.00 or 0.95% of the Arizona total.

Distribution of Employment Among Industries

Industry	Number Employed	Percentage of County Total
Agriculture	1,300	34.21%
Service, includes Finance, Insurance and Real Estate	1,200	31.58
Trade: Wholesale and Retail	600	15.79
Government: federal, state, local	300	7.89
Manufacturing	100	2.63
Mining and Quarrying	100	2.63
Contract Construction	100	2.63
Transportation, Communications, and Public Utilities	100	2.63
Total	3,800	100.00

Just as the principal mining counties are Pinal, Gila, Greenlee, and Cochise, so agriculture is importantly represented in the labor force of ten counties:

Note on Agricultural Employment

County	Employed at Agriculture	Per Cent of State Total of 40,600
Maricopa	16,600	40.89%
Pinal	4,500	11.08
Yuma	4,500	11.08
Apache	3,700	9.11
Navajo	2,600	6.40
Pima	2,100	5.17
Cochise	1,600	3.94
Coconino	1,600	3.94
Graham	1,300	3.20
Yavapai	1,000	2.46

The first five counties account for three-fourths of the labor force in agriculture; the ten total 39,500 persons or more than 97% of the total.

CHAPTER IV.

ARIZONA'S CRISIS IN EDUCATION BEYOND THE HIGH SCHOOL

The opening chapter of this report dealt with the size and distribution of population throughout the State. The growth of numbers of high school students and graduates was projected to 1965. A second chapter summarized the distribution of employment among industries and pointed out the urgent needs of trained manpower to supply the labor force required. This has been followed by a county-by-county examination of manpower use together with assessed wealth and population. Wealth is evanescent; it must constantly be created anew by productive workers and machines. In order to maintain assessed valuations and to expand business enterprise, it is imperative that young people be educated in the advancing technologies so that they may work at jobs which business and industry find necessary for production. The question is what opportunities for training must be made available and by what means can the training be achieved with economy and efficiency.

According to the U. S. Bureau of the Census the growth of the college-age group of Arizona (18-24 years) shows the greatest percentage gains for the period 1950-1970 of any State, 295%. By intervals the projected numbers are as follows:

1950	1958	1963	1968	1973
80,000	104,000	132,000	178,000	236,000

The corresponding percentage increase for the United States is only 164%. These numbers include young people in college, at work, and in the armed services. Some have not graduated from high school. Some have married and are keeping homes. Faced as Arizona is with such unprecedented increases in numbers, as well as accelerating demands for training manpower for business and industry, the statement of The President's Committee on Education Beyond the High School, in its Second Report, July, 1957, assumes almost ominous significance:

> "The needs and demands of individuals and of society in the next 10 to 15 years will require great expansion of the overall capacity of existing colleges and universities and of other post-high school institutions, with improvements rather than sacrifice of quality. Greater diversity and accessibility of educational opportunities will also be needed. .....
>
> "Without realizing it we have become a 'society of students.' More than 40 million of us--one-quarter of the Nation--are enrolled in formal education programs."

Of the 1958 high school graduates, the reports of high school principals show the following percentages expected to enter college this fall semester:

County	Number of High School Graduates	Percentage Entering College
Graham	153	69%
Gila	256	48
Mohave	61	46
Maricopa	3,990	46
Yuma	391	46
Apache	83	45
Yavapai	282	44
Coconino	198	41
Pinal	445	37
Greenlee	180	34
Cochise	393	33
Santa Cruz	84	33
Pima	1,446	28
Navajo	197	24

For Arizona statewide, 41% of the 8,159 graduates were taking active steps to enter college. It is interesting to note in passing that the counties with percentages of students continuing at college above the State average were in general those served by Eastern Arizona Junior College, Arizona State College at Flagstaff, Phoenix College, and Arizona State University at Tempe. The University of Arizona at Tucson, of course, drew widely throughout the State. Of students reported by their principals as entering college this year, 33.72% were going to Arizona State University, 21.57% to the University of Arizona, 8.8% to Arizona State College, and 19% intended to go out of state to college.

In terms of the problem of training manpower so urgently needed by Arizona's expanding economy, the three-fifths of this year's high school graduates who were not entering college or junior college become of concern; there are 4,800 of them. Within a five-year period, with the known growth in size of graduating classes immediately ahead, there will be 28,000 of these high school graduates aged 18-22 years not entering college, unless more motivation and opportunity are provided them. The market for unskilled and semiskilled labor cannot absorb them; somehow they must be made into contributing members of the labor force.

A segment of the problem is the further schooling, for semiprofessional and skilled occupations, of young people who have not been completing high school. As the labor market tightens for unskilled and semiskilled laborers, many of these may seek training to hold on to their jobs or to obtain new ones requiring some additional education.

If the eighth grade graduates of June, 1953, are compared with twelfth graders of June, 1957, it is seen that there occurs a considerable percentage of dropouts. The actual number is even greater than the percentage shows since in-migration to counties has added to the original numbers of eighth grade graduates as they progressed through high school. For the State as a whole the twelfth grade membership is only 65.17% of the eighth grade graduates of four years earlier. In terms of numbers, this means 4,200 young people not accounted for. Although none of these can be admitted to college, junior college could assist them to obtain some training. Two thousand of them resided in Maricopa County, 360 in Pima County, and 300 in Pinal County.

These 4,200 were the dropouts from the graduating class of 1957. Within a five-year period, there will be more than 25,000 non-high school graduates (aged 18-24) living in Arizona. Together with the graduates not continuing at college, they constitute a pool of 50,000 men and women who need to be made useful and effective workers in business and industry.

An illustration for the need of training young people in simpler technologies and skills is provided by establishments and industries related to agriculture and food handling. The Department of Agricultural Economics, University of Arizona, supplies the following statistics of number of employees in various food industries:

Type of Establishment	Number of Employees
Retail food stores	5,343
Assemblers of farm products	2,500
Dairy Processing	1,325
Distribution of edible farm products	1,000
Bakery products	818
Grocery, wholesale food products	800
Vegetable and animal oil manufacturing	728
Meat packing houses	594
Beverages manufacturing	568
Grain mill products	547
Canned and frozen foods manufacturing	150
Miscellaneous food manufacturing plants	500
Total	14,871

Job vacancies occasioned by expansion of market and manufacturing, separation from job, retirement, and death approximate 10% per annum. Replacements require the preparation of 1,500 persons yearly to obtain initial employment in these industries. Another five thousand people currently are employed in other related agricultural industries: lumber and wood products, cotton ginning and warehousing, grain and feed handling, and farm equipment and supplies merchandising, including fertilizers, insecticides, and fungicides. Few of these jobs require professional training but nearly all have skill and technical aspects. The agri-business occupations call for 2,000 trained young people yearly.

If the current 40% of high school graduates entering college remained constant over the next seven years to 1965, the already visible annual increases would mean that nearly five thousand young people will be seeking admission to the State's present five institutions in the fall of that year. If only undergraduates for the four-year period be considered, and disregarding entrants from out of State, the numbers of native high school graduates to be accommodated for four-year courses will grow from 15,000 in 1961 to 20,000 in 1965. To care for Arizona's youth alone will constitute a problem in provision of facilities. The two Universities and State College, however, have also graduate and professional school responsibilities which immensely complicate their problems in plant and staff.

Should even half of the annual crop of high school graduates begin to seek college entrance, the corresponding numbers to be accommodated by 1961 and 1965 become 18,000 and 25,000 respectively. Although entrance standards may be made more stringent, Arizona cannot escape responsibility for preparing these young people for occupations. The desires of youth and their parents cannot be ignored; and neither can the demands of Arizona's expanding agricultural and industrial enterprises for trained workers be evaded. The pool of college-age young people, 18-24 years, which will be 150,000 in 1965, will either be a drag upon the economy or fitted to contribute to the wealth of the State, depending upon how fully their training needs are met. The heart of the issue is provision of educational opportunity to maintain prosperous business and private enterprise or to court the peril of becoming a welfare state.

The task facing the two Universities and the State College in accommodating greatly increased numbers of entrants is twofold. There is an initial problem of providing instructional staff and student stations in classrooms and laboratories. The more serious problem is to provide quality of faculty and of instruction to much larger enrollments. The administrations at all three institutions have been diligent in trying to assess anticipated student increases and their meaning for expanded staff and facilities. Combined enrollments at the three institutions offering baccalaureate degrees provide sharply increasing enrollment projections immediately ahead. Statistics indicate that in the school year 1957-58, 17,160 students were enrolled in these three institutions.

The higher institutions of Arizona report fall enrollments, 1958, to be 21,801--University of Arizona, 10,700; Arizona State University, 9,708; and

Arizona State College, 1,393. The predicted enrollment for 1958-59 was 19,200, and for 1959-60, 21,900. The University of Arizona and Arizona State University each enrolls approximately 10,000 regular students in undergraduate and graduate programs. Estimates are that this figure will increase 50% within seven years; and double in fifteen years. Arizona State University has experienced enrollment increases approximating 25% in each of the past three years. Projection of these trends points toward enrollments exceeding 30,000 by 1965.

Two factors differentiate enrollment projections at Tempe and Tucson. Tempe is at the epicenter of an explosive situation in population growth. Nearly one-half of the present population of the State resides within Phoenix' greater metropolitan area. Immigration figures indicate that approximately 70% of newly acquired citizens of the State are seeking residence in this same area. Undoubtedly, the Salt River Valley will continue as the population, industrial, and trade center for Arizona.

Surveys of higher education show that the majority of college and university students attend colleges and universities which are close to home, due largely to financial circumstances. It is logical to expect a continuation of the large percentage of students who attend Arizona State University; at present, three-quarters of its student body are residents of Maricopa County.

What is true regarding enrollments at Arizona State University is also evident for the junior college at Phoenix. In the ten-year interval between 1948 and 1957 the number of high school students in Phoenix Union High School District increased more than 100%. In the last five years the district has grown on the average of 1,182 high school students per year. In 1956-57 the district increased enrollments by 2,090, a 15% growth in one year. As the preponderant majority of Phoenix College students comes from the union high school district, its enrollment predictions reflect these trends. Estimates for Phoenix College are: 2,400 students for 1959-60, 2,600 for 1960-61, and 2,800 for 1961-62. Enrollments should exceed 3,000 by the following year.

Collegiate institutions removed from the centers of abundant population and accelerated growth reveal a different picture. Arizona State College at Flagstaff has had approximately one-eighth as many students as either of the institutions at Tempe or Tucson. Its 1956-57, 1957-58, and 1958-59 fall enrollments numbered 1,098, 1,142, and 1,393 respectively.

Two factors may accelerate growth, however, namely, projected expansions in the curricular offerings, particularly at the lower division and at the graduate levels, and the impending population developments due to construction work on the upper Colorado River. Should further developments in the curricular offerings and expanded dormitory accommodations at Flagstaff materialize, its attraction to larger numbers of students within and without the State should become apparent.

Eastern Arizona Junior College is closely identified with an area of rural Arizona. In 1957-58, the institution had its largest enrollment in history, 315 students. About 80% of the student body comes from the five counties of Gila, Cochise, Graham, Greenlee, and Navajo.

Since more than one-half of the college's 1957-58 student body was from areas outside Graham County, dormitory facilities are important to sustain its population. Careful planning for use of present classroom facilities will accommodate approximately 450 students.

Assuming that trends in development presently existing in other institutions of higher education will continue, Eastern Arizona Junior College can look forward to enrollments approximating 400 in 1960, 600 in 1965, and 900 by 1970. Should Arizona's four-year institutions find it necessary to limit admissions in future years, Eastern Arizona Junior College's enrollment might be expected to rise rapidly.

CHAPTER V.

THE JUNIOR COLLEGE AS A WAY OF PROVIDING EDUCATION BEYOND THE HIGH SCHOOL

If high school graduates are projected to 1964-1965, either by employing the annual growth rate over the three-year period, 1954-1955 to 1957-1958, or by using the annual growth rate in high school Average Daily Attendance for the ten years, 1947-1948 to 1957-1958, the numbers range from a low of 12,000 to a high of 14,000. (Should the proportion of high school students who complete high school increase, the total of graduates in 1965 would be correspondingly enlarged; hitherto only sixty to seventy per cent of the entering ninth year pupils have graduated four years later.)

The two universities and state college together with the two junior colleges have been accommodating forty to fifty percent of these in any single year. The University of Arizona has provided statistics of entrants which illustrate this well.

Year	Number of Arizona High School Graduates Entering UA	Percentage of Total Arizona High School Graduates Entering UA
1940	478	12.48
1950	617	11.97
1956	1,038	13.26

Over the past five years the percentage of Arizona high school graduates entering the University of Arizona has averaged 13.10% of the total number each year. In this connection it should be noted that the rate of shrinkage between freshman and sophomore enrollments has averaged 18.7% over the five-year period. This means that almost one-fifth of entering students were not prepared or not sufficiently motivated to continue University studies; or that the University did not provide curricula within the scope of their interests and abilities. The experience of the University of Arizona could be duplicated at other four-year institutions. It seems clear, therefore, that the present number of higher institutions will have to undergo great expansion of staff and facilities in order to accommodate merely the normal growth of entrants if the same percentages of graduates of high schools are to be accommodated. If the higher institutions should attempt to attract other students whose objectives are not the usual curricula, much diversification of staff and plant must occur.

The problem of availability of educational opportunity beyond high school is further complicated by the necessity of accessibility to high school graduates and others of the college-age group. The unequal distribution of high school population in Arizona does not make it possible to provide a wide range of offerings to students through off-campus centers who live in localities remote from populous counties. Decentralization of faculty and facilities must remain limited for reasons of economy and maintenance of quality of instruction.

On the other hand, the needs of Arizona business and industry for trained manpower do not require in the instances of many occupations that students complete a four-year curriculum in order to be prepared for initial employment. It has already been noted that sixty per cent of the workers required for the labor force in 1961 can be equipped for employment through training two-years or less in length. The institution which has been developed in the United States over the past half century to perform the dual functions of giving occupational training and the beginning two years of university and college preparation is the public junior college.

The Report of the Higher Education Commission for the State of Illinois, in 1957, "Illinois looks to the Future in Higher Education," concisely summarizes the reasons for expanding the junior college system in that state. The Report states that the community or junior college can do the following:

1. Provide additional educational opportunities for all high school graduates.

   Comment: Junior college is located close enough to home, farm, business and industry that students may work while they learn; junior college training for occupations can be varied in terms of community needs.

2. Reduce costs to the individual and the family for higher education.

   Comment: The cash outlay for board and room away from home is eliminated; many incidental costs of campus living are reduced or obviated.

3. Enroll more students of the top half of high school graduating classes who are not now continuing formal education.

   Comment: A Maryland study in 1955 showed that of students graduating from high schools of Maryland (1) less than three-fourths of those with I.Q.'s of 120 or above entered college; (2) about half of those graduates with I.Q.'s of 110 or above entered college; and (3) less than half of those with I.Q.'s of 110-119 entered college.

4. Relieve freshman and sophomore congestion at four-year institutions.

   Comment: Junior college screens and diverts to other curricula students who may become an attrition statistic as freshmen at higher institutions.

   The Junior College also frequently enables students to fulfill prerequisites for pursuing university curricula which were ommitted in high school or poorly achieved, when such students mature in purpose.

5. Meet the needs of agriculture, business, and industry locally, regionally, and statewide.

   Comment: Junior college in its occupational courses is not restricted by credits or degrees from providing as short or long training as may be needed in a specific situation to supply trained employees; the scope of training may vary from year to year as labor market demands change.

6. Reduce State costs for first and second years of higher education.

   Comment: "A Restudy of the Needs of California in Higher Education," in 1955, reported that, "Two-thirds of the financial support of California junior colleges comes from district and county taxation."

The Wall Street Journal, September 30, 1958, stated in an article about public junior colleges:

> "The (junior colleges) are opening up opportunities for thousands of students who, for reasons of finances, geography, or simple diffidence, normally would not continue their educations past the high school level. And the schools are absorbing students who want to continue past high school but are happy to settle for two years of training. .....

> "Many businessmen, too, are closely following the junior college movement; they look to the schools as a source of much needed technical personnel to supplement their full-fledged engineers and scientists. .....
>
> "For the two-year 'graduates', the junior college offers an 'associate in arts' degree showing the student has had extensive training for a particular vocation. In close cooperation with business and industry, the local school board -- which has ultimate authority as to what courses will be offered -- determines which courses can be given that would best serve the needs of the district."

In 1940 the California State Department of Education studied the percentages of public junior college students enrolled in semiprofessional or terminal curricula; these junior colleges then were of a size comparable to that which junior colleges might approach if established in Arizona outside congested centers. A few examples will demonstrate the interest of students in occupational training:

Junior College	Full-time Enrollment 1939-1940	Percentage in Terminal Curricula
Bakersfield	844	45.0
Chaffey (Ontario) (also 13.2% in agriculture)	760	60.8
Fullerton	1,112	49.9
Taft	324	56.6

The junior college issue has been an object of searching study in many states in recent years. The first public junior college was established in 1902 at Joliet, Illinois, with the encouragement of William Rainey Harper, then President of the University of Chicago. By 1922 the number of junior colleges in the United States had grown to 207 with a combined enrollment of 16,031 students. In 1930 the number of junior colleges had more than doubled with enrollments, more than four times that of 1922. The 1958 Junior College Directory published by the American Association of Junior Colleges lists 641 junior colleges in the forty-nine states, of which 374 are public, with a total enrollment of 775,181 students in 1957. California leads with 63 public junior colleges; 70% of all college students in the first two years attend junior colleges, the remainder being distributed among campuses of the University of California, State Colleges, and private colleges and universities. Texas with 35 public junior colleges, New York with 17, and Illinois and Michigan each with 16 are likewise growing rapidly in enrollments.

Among the studies conducted by State commissions which have been examined in the course of this survey particular mention must be made of the following:

1. A Restudy of the Needs of California in Higher Education, prepared for the Liaison Committee of the Regents of the University of California and the California State Board of Education, California State Department of Education, 1955.
2. A Study of the Need for Additional Centers of Public Higher Education in California, likewise prepared for the Liaison Committee, 1957.
3. The Community Junior College in Florida's Future, Report to the State Board of Education by the Community College Council, Florida State Department of Education, 1957.
4. Illinois Looks to the Future in Higher Education, Report of the Higher Education Commission to the Governor and Legislature of Illinois, 1957.
5. The Community College in Michigan, Staff Study No. 1, Michigan Legislative Study Committee, June, 1957.

Of particular interest to the Arizona Junior College Survey Committee have been the criteria employed in these studies to predict the potential junior college enrollment in terms of full-time equivalent students within an area contemplating the establishment of a junior college, and the minimum such enrollment deemed essential to provide courses and curricula of range and quality. A frequent criterion has been one-fourth the combined enrollment of grades nine through twelve in the high schools whose graduates might attend junior college if one were established. An objection to this method of predicting potential junior college enrollment is that it fails to allow for the dropout of high school pupils midway through high school. Accordingly junior college potentials calculated as one-fourth of the total high school population, grades nine through twelve, may not be borne out by actual enrollments.

The experience of California has been that a more realistic predictive method is to add the actual high school graduates for two successive years and calculate 42.5% of that sum, to give the potential junior college enrollment for the following year. "A Study of the Need for Additional Centers of Public Higher Education," page 26, states:

> "In the state as a whole in the fall of 1955, the counties with junior colleges enrolled 42.5% of the two preceding years' high school graduates."

When junior colleges have been long established and are well located about a county, the percentage may greatly exceed the predicted figure. Thus, Orange County in California, with three junior colleges, enrolls 75% instead of 42.5%, Sonoma and Napa Counties in another part of the state enroll 62% and 60% respectively. It seems evident, therefore, that 42.5%--or 40% for convenience--provides a conservative prediction of potential full-time equivalent junior college students.

In some states junior colleges have been established when the potential enrollment is only 200. The Survey Committee has agreed that 200 students cannot insure classes large enough to make feasible the provision in any economical fashion of a broad range of studies, particularly in the technical-vocational fields. The faculty of such a junior college with a mere 200 students would be too small to attract experienced and qualified specialists in the academic and vocational fields. It would not be possible to schedule an instructor solely in subjects for which his training and experience had equipped him to handle successfully. Second-year courses would unavoidably have meagre enrollments.

The Committee, after careful deliberation, recommends that the permissible minimum of potential enrollment should be at least 320 full-time equivalent students. A newly established junior college should expect to achieve an enrollment of 400 within a three-year period of existence. In the next chapter the criteria for prediction of potential enrollment are applied to the several counties of Arizona.

CHAPTER VI.

JUNIOR COLLEGE POSSIBILITIES IN ARIZONA

In the preceding chapter the functions of junior college have been outlined and criteria for prediction of potential enrollment suggested. A junior college combines in one institution occupational training in length two years or less and curricula parallel to lower division courses (of college freshman and sophomore levels) in four-year institutions. This dual purpose permits students to be guided toward courses commensurate with their actual abilities and aptitudes. Those who successfully complete college parallel courses at junior college commonly transfer with junior standing to the upper divisions of colleges and universities that grant degrees of bachelor of arts, of science, of education, or another field. The students who engage in occupational training usually seek employment at the conclusion of their vocational studies. Of course, in numerous classes students with both objectives associate in studies equally useful for transfer or terminal purposes; examples might be English composition, United States history and government, and physical education--or art appreciation and the like.

The occupational training in which a junior college may interest its students ordinarily varies with the locality and the business and industry of the region which afford employment to the junior college graduates. The number and variety to be provided at a given time can only be determined through the counsel of local advisory committees upon which businessmen, industrialists and labor leaders have more than nominal representation. Each occupational curriculum requires to be locally designed. Frequently students obtain practical experience on the job during the course of their studies, either by work experience education, apprenticeship, or other means.

Adequate resources, of library, of laboratory facilities, of shop equipment and space for student stations, are necessities if a junior college is to instruct thoroughly in vocational or pre-professional subjects. To assure these a broad tax base of assessed valuation is most requisite.

After consideration of the experience of many states with systems of public junior colleges, and mindful of the rising costs of capital outlay, instructional costs, maintenance and operation, the Junior College Survey Committee has determined to recommend that sixty millions of dollars of assessed valuation be the minimum permissible for a political subdivision to be authorized to establish a junior college. In California where public junior colleges have achieved status with higher institutions and large student enrollments, the practice of the State Board of Education has been to insist upon one hundred millions of dollars of assessed valuation for a district to be approved to inaugurate junior college services.

If the criterion of $60,000,000.00 of assessed valuation be applied to counties of Arizona, in terms of 1958 net valuation, five counties qualify:

County	Assessed Valuation	Percentage of Arizona
Cochise	$ 66,050,665.	5.03
Greenlee	77,068,907.	5.87
Maricopa	538,674,654.	41.06
Pima	242,713,350.	18.50
Pinal	118,677,925.	9.05

The five counties comprise 79.51% of the assessed valuation of Arizona. Three other counties are approaching the sixty millions of dollars minimum in assessed valuation: Coconino -- $45,198,193, Yavapai -- $47,581,424, and Yuma -- $55,454,639. The three counties have 11.32% of the State total.

In passing it is of interest to note that only three high school districts meet the minimum criterion of $60,000,000 of assessed valuation: Phoenix Union with $338 millions, Tucson with $138 millions, and Morenci with $73 millions. Next are Scottsdale with $43 millions and Glendale Union with nearly $40 millions.

Certain possible combinations of two counties may be mentioned: Coconino-Yavapai, $93 millions; Coconino-Navajo, $66 millions; Gila-Graham, $48 millions; and Graham-Greenlee, $89 millions.

The prediction of potential junior college enrollment for an area, in terms of full-time equivalent students, may be approached in two ways. As already noted, a method frequently employed is to take one-fourth of the high school population of grades nine through twelve. The potential junior college enrollments obtained in this way for the school-year 1957-1958 are shown in the following table:

County	One-fourth of grades 9-12
Apache	145
Cochise	580
Coconino	300
Gila	345
Graham	185
Greenlee	240
Maricopa	6,100
Mohave	80
Navajo	300
Pima	2,250
Pinal	625
Santa Cruz	105
Yavapai	330
Yuma	580

It was previously noted that this method tends to give an exaggerated figure since dropout of pupils in their progress through high school is not fully allowed for. Since a unit of Average Daily Attendance measures the equivalent of a student in attendance throughout the school year, to take one-fourth of the A. D. A. of grades 9-12 will yield a more conservative measure. For the same 1957-1958 school year the potential junior college enrollments by counties become:

County	One-fourth of the High School A.D.A.
Apache	140
Cochise	550
Coconino	275
Gila	320
Graham	185
Greenlee	235
Maricopa	5,860
Mohave	80
Navajo	280
Pima	2,150
Pinal	615
Santa Cruz	110
Yavapai	320
Yuma	565

The more accurate measure of potential full-time equivalent junior college students is found by calculating 40% of the sum of the graduates from high schools for the past two consecutive years. In rounded numbers the results for counties, based upon 1956-1957 and 1957-1958, are given below:

County	40% of sum of high school graduating classes
Apache	70
Cochise	315
Coconino	145
Gila	205
Graham	105
Greenlee	140
Maricopa	3,060
Mohave	45
Navajo	165
Pima	1,130
Pinal	320
Santa Cruz	65
Yavapai	210
Yuma	310

If a potential enrollment of 320 full-time equivalent students be taken as minimum for operation of a successful junior college, with offerings both in college parallel and occupational training courses, it is seen that Maricopa, Pima, and Pinal Counties meet this requirement, while Cochise and Yuma Counties are approaching this figure. Using the one-fourth of high school students in grades 9-12 or one-fourth the high school totals of average daily attendance, confirms this fact:

	Predicted Numbers of Junior College Students		
County	40% of sum of graduates for 1956-57 and 1957-58	One-fourth high school membership	One-fourth high-school A. D. A.
Maricopa	3,060	6,100	5,860
Pima	1,130	2,250	2,150
Pinal	320	625	615
Cochise	315	580	550
Yuma	310	580	565

Taking into consideration the rapid annual growth rates of increasing high school population and graduates, all of the five counties safely qualify in terms of potential junior college enrollment. These counties also meet the $60 millions minimum of assessed valuation with the exception of Yuma whose 1958 $55 millions probably will reach $60 millions shortly. No other single county meets these two qualifications. Two-county combinations with $60 millions or more of assessed valuation are Coconino-Yavapai (junior college potential 355), Coconino-Navajo (potential 310 students), and Graham-Greenlee (potential 245 students).

On the basis of projected high school graduates in 1964-1965, the potential junior college enrollments by counties become:

County	Junior College 1964-65 Potential Enrollment
Apache	140
Cochise	550
Coconino	300
Gila	225
Graham	170
Greenlee	200
Maricopa	5,700
Mohave	50
Navajo	240
Pima	2,000
Pinal	570
Santa Cruz	80
Yavapai	280
Yuma	480

Again, the same five counties of Cochise, Maricopa, Pima, Pinal, and Yuma are the only individual counties which meet the 320-enrollment minimum. These predictions are conservative and may be exceeded.

Attention now can turn to the particular counties which qualify for consideration of junior colleges.

COCHISE COUNTY

Although the population of Cochise County is not concentrated in one or two centers, within a 25-mile radius of Bisbee are to be found Douglas and Tombstone; in 1957-1958 the three districts had 1,700 pupils in high school and 300 graduates. Growth is not rapid but has been steady. Since college opportunities are remote from the high school graduates of the area, consideration of junior college need should be given. Within the next year Cochise County should meet the qualifications of assessed valuation and sufficient potential enrollment. As already noted 38% of the employment is in service and trade; 13% in mining; and 10% in agriculture.

MARICOPA COUNTY

Of 3,990 high school graduates in 1957-1958, their principals report that 37% have entered higher institutions in Arizona and more than 8% have enrolled at college outside the State. Yet 55% have not continued their education. Within a 25-mile radius of downtown Phoenix are eleven of the county's fourteen high school districts, with present enrollment in excess of 24,000. The resources of Phoenix Junior College are already strained in caring for present enrollments; a wider tax base is imperative.

Maricopa County's population is estimated to increase by 57% between the present and 1965. Phoenix may experience only a 19% growth but the predictions for Chandler are 38%, Mesa 47%, Tempe 60%, Glendale 126%, and Scottsdale 226%.

Another junior college is immediately needed, and probably a third by 1965, each to be of the present size of Phoenix College.

The State Employment Service predicts by 1961 a 58% increase in total employment over 1956 in the Phoenix metropolitan area. Manufacturing is doubling its employment. Positions in trade establishments will grow by 44%, in construction by 68%, in service occupations by 46%. The Employment Service observes:

> "Our survey indicates that there will be 3,500 professional jobs that will not be filled from foreseeable additions to the Phoenix labor force. There will be 2,000 semiprofessional jobs, 4,500 managerial and official, 8,600 clerical, 4,400 sales, and 7,800 skilled jobs for which trained people will be needed."

PIMA COUNTY

A junior college in Pima County would assist the University of Arizona in screening away local high school graduates who are not ready to undertake university studies or else really want other types of training. The study by the Employment Service shows that in Pima County by 1961 employment in manufacturing will have increased 79% over 1956, in services 58%, in construction 37%, with public utilities 35%, and in trade 32%. The report continues:

> "Additional demand for secretaries will exceed the identifiable available supply by 65%, . . . only 58% of the clerk-typists, and 27% of the additional salespersons required to meet the 1961 demands will be forthcoming from Arizona training facilities."

Employment in Pima County accounts for 20% of the State total of jobs in contract construction, 23% of jobs in manufacturing and public utilities, and 24% in service occupations. A junior college should emphasize training for positions especially in these vocational areas.

PINAL COUNTY

Pinal County qualifies for a junior college in terms of assessed valuation and meets the minimum of 320-full-time equivalent potential enrollment. In a 25-mile radius about Casa Grande are Santa Cruz Union (Eloy), Maricopa, and Coolidge, with Florence another ten miles beyond; the pupil population of these high schools was 1,700 in 1957-58 with 300 graduates. Two-thirds of the county's population reside in the area. Pinal County has 11% of employment statewide in agriculture and 28% of employment in mining.

YUMA COUNTY

Yuma County has a good prospect for supporting a junior college in the near future; it will shortly attain minimum qualifications in both assessed valuation and potential enrollment. Its distance from centers of higher learning justify careful consideration of students' needs in the locality. Of last year's high school graduates, 60% did not go on to college. Agricultural employment is 11% of the State total. Within the county 40% are employed in trade and service occupations.

EASTERN ARIZONA JUNIOR COLLEGE

Eastern Arizona Junior College at Thatcher provides a center for training which serves not only Graham and Greenlee Counties but Gila, Navajo and Apache to a considerable extent. Graham County by itself does not have a tax base of assessed valuation sufficient to support the occupational curricula which the area would justify. A two-county district of Graham and Greenlee Counties would enable the junior college to install facilities much needed. Legislation which permitted the junior college to charge the actual per capita costs of instruction and operation for non-county students to the counties of residence would provide means for Eastern Arizona Junior College to serve the sparsely settled eastern portion of the State more widely.

FIVE NORTHERN COUNTIES

The combined assessed valuation of Apache, Coconino, Mohave, Navajo, and Yavapai Counties is $156 millions in 1958; their population 141,000. High school pupils in 1957-1958 were 4,625 and graduates 821. The potential enrollment is 635 junior college students. These are scattered, however, throughout an area which comprises 53.71% of Arizona's territory. Flagstaff and Prescott are the largest centers; the combined population 27% of all residents in the five counties and 37% of the high school student total.

No junior college seems indicated for some years in this portion of Arizona. Arizona State College at Flagstaff is the logical institution to serve the area, in part through off-campus centers established wherever need appears, and in part by broadening offerings to provide occupational training. The facilities of high schools might be utilized at night to give junior college vocational courses under instructors attached to the State College for these specific instructions. Although agriculture has been the leading industry in terms of number of persons employed, contract construction, public utilities, and manufacturing promise greatly to expand.

SANTA CRUZ COUNTY

Since Santa Cruz County cannot support a junior college, should one be established in Pima County, either bus transportation or dormitory facility should be considered to enable graduates of the high schools at Nogales and elsewhere to avail themselves of opportunity for education beyond high school. Although the distance between Tucson and Nogales is longer than desirable for a daily bus route, the highway and climatic conditions would make it possible to transport students to junior college. Public transportation is an alternative provided connections and stations are favorable.

CHAPTER VII.

STATUTORY PROVISIONS FOR PUBLIC JUNIOR COLLEGES

Summary of Legislation of Other States

As a public institution a junior college must be maintained by a political subdivision and subject to supervision and control through one or more legally constituted boards of governors. Some requirements must be specified to make an area, whose residents desire to establish a junior college, eligible for its authorization as part of the State system of public schools. Likewise procedures must be determined for initiation of its establishment. A public junior college requires financing to acquire facilities and to operate; therefore, a power to tax must reside in some legally constituted body, which often is supplemented by State aid and student tuitions as provided by law. There are many variations among the states with respect to statutory provisions for these items but certain patterns are readily discernible when the legislative enactments are analyzed.

Legislation of eighteen states respecting junior colleges was examined; the selected states were those whose public junior colleges comprise 55% of the nation's total of 83% of the student enrollment. The list of states was as follows:

California
Colorado
Florida
Georgia
Idaho
Iowa
Kansas
Maryland
Michigan
Minnesota
Mississippi
Montana
New York
Oregon
Texas
Utah
Washington
Wyoming

Pennsylvania and Wisconsin were excluded since their "junior colleges" are extension centers of their respective State universities.

The following tables summarize for the eighteen states listed above their statutory provisions for:

1. The political subdivision authorized to establish junior colleges;
2. the State agency responsible for authorization and supervision;
3. the governing board of the district maintaining junior colleges;
4. criteria for establishment of district to maintain junior college;
5. State aid for junior colleges;
6. district taxation to support junior colleges;
7. provisions for tuition and the charging of fees; and
8. bonding limitations and debt service for capital outlay.

Political Subdivision Authorized to Maintain Public Junior Colleges

State	Single School District	One or more Districts Combined	One or more Counties	County District, or Combination	State
California		X			
Colorado			X		
Florida			X		
Georgia				X	
Idaho				X	
Iowa	X				
Kansas		X			
Maryland				X	
Michigan				X	
Minnesota		X			
Mississippi				X	
Montana				X	
New York				X	
Oregon	X				
Texas				X	
Utah					X
Washington		X			
Wyoming				X	

In all these states but one a junior college is established and maintained by a district whose territory includes a city or high school district, two or more such districts, a county, or combination of counties. The exception is Utah which maintains junior colleges entirely on a statewide basis without respect to the political subdivisions maintaining elementary and high schools. In Maryland also a state-maintained junior college is a possibility.

Arizona law currently permits a high school district, union high school district, or county to be authorized to conduct a junior college.

Control and supervision of junior colleges usually are shared between a State agency and a governing board of the local district which maintains junior colleges. Subject to legislative direction, the State agency sets forth policies and criteria for the establishment of a junior college district, for its eligibility to participate in State aid, and for the approval of its courses of study.

In all but four states the State agency for control and supervision of junior colleges is the State Board of Education or its executive and administrative arms: the State Superintendent of Public Instruction or State Department of Education. Two variants are of considerable interest. In Georgia and New York the Board of Regents is the supervising agency. In Mississippi and Wyoming a State Junior College Commission or Community College Commission determines policies and issues regulations.

The governing board of a district maintaining a junior college will be the governing board of the city or high school district if the boundaries of the latter are coterminous with the district maintaining the junior college -- as in Iowa, Kansas, Minnesota, Montana, and Oregon. If a separate junior college district is formed by uniting two or more high school districts, it will have a separate board -- as in Colorado, Idaho, Michigan, and New York. In five states a junior college may be established in either a high school district or a union of such districts -- namely, California, Mississippi, Texas, Washington, and Wyoming.

In Colorado and Florida a county or two or more counties usually compose the junior college district. In the first instance, the county board of education is the governing board; it must be kept in mind that Florida has a county unit which is the operating district for elementary and high schools also. Two or more counties united in a junior college district will be operated by its own separate boards. In Georgia in certain instances the Board of Regents operates the junior college directly. Since Utah has no districts operating junior colleges, the State Board of Education is the governing authority for individual institutions.

Minimum requirements for establishment of a junior college district usually are two in number. A first criterion is the assessed valuation of the proposed district. A second is the high school population or number of residents in the proposed area. Sometimes these minima are set by law; a larger number of states authorizes the State Board of Education or other regulatory State agency to establish them. The list of states which authorize the State agency to determine policies on assessed valuation and minimum number of students are the following:

California
Florida
Georgia
Kansas
Maryland
Minnesota
Mississippi
New York
Utah
Washington

In Florida the State Board of Education may appoint an Advisory Board for each junior college to assist the county board of education having jurisdiction, to consist of five members if the district is one county, and not more than nine members if the junior college district includes two or more counties.

In states where minimum requirements are set by law, wide variations occur:

State	Number of high school students	Assessed Valuation
Colorado	3,500	$20,000,000
Idaho	800	10,000,000
Montana	....	3,000,000*
Oregon	500	20,000,000
Texas	300-400	12-20 millions
Wyoming	700	20,000,000

*Montana also requires that the district have the physical facilities to be used by junior college classes.

In Iowa and Michigan a population of the district is required, 5,000 and 10,000 respectively. In California the State Board of Education ordinarily does not approve a district for junior college purposes unless it has $100,000,000 in assessed valuation and a potential of 400 full-time students in regular day classes.

Requests to organize a district to maintain junior colleges usually are initiated through a petition addressed to the State agency with authority to grant approval for an election to be held to determine the will of the people in the proposed district. Ordinarily the State agency causes a survey to be made to establish that the district if voted will meet minimum criteria:

State	Petition to State Agency to proceed with election	Vote by qualified electors of district required to establish
California	Motion by high school boards involved in district	Majority of electors voting in special election for purpose
Colorado	Petition signed by 500 or more electors	Majority of electors
Florida	County board or boards submit request	State Board approves; no election
Georgia	Political subdivision asks Board of Regents	Acceptance by Board of Regents; no election
Idaho	Petition signed by 300 electors - in multi-district proposal, no less than 100 per district; if county, 300 and 300 from each of counties involved	State Board approves; no election
Iowa	Approval sought by a school district (board)	60% favorable vote by electors voting
Kansas	Local board action	Majority of electors voting in election
Maryland	County board establishes at its own discretion	State Board regulates
Michigan	District or county board petitions	State agency approves; majority vote at election
Minnesota	District board petitions	Two-thirds favorable vote required at election
Mississippi	County board and county board of supervisors petition; or school board of municipality with mayor of city petition jointly	Majority vote at election

State	Petition to state Agency to proceed with election	Vote by qualified electors of district required to establish
Montana	25% of electors petition district or county board which transmits to State	Majority vote at election
New York	District or County, or combination, sponsors	Regents' rules govern establishment; no election
Oregon	District board or petition by 10% of electors	Majority vote at election
Texas	Petition of 5% electors forwarded by district or county board	Majority vote at election
Washington	Petition of 100 electors or district board or boards	State Board submits findings to Governor who approves; no election
Wyoming	Petition of 25% electors or 500 electors, whichever less	Majority vote at election

Utah establishes new junior college by action of Legislature, since is part of State system of higher education though governed by State Board.

State Aid and Local Tax Provisions for Public Junior Colleges

(A.D.A. means unit of Average Daily Attendance, the equivalent of a full-time student.)

State	State Aid Provisions	District Tax Limitations
California	State guarantees $410/A.D.A. by allowance of $125/A.D.A. plus calculation tax of 33¢ on each $100 of assessed valuation and if sum per capita not $410, State adds equalization money	Up to 35¢ on each $100 of assessed valuation, except when electors vote "override" tax, for junior college maintenance in total tax of any type of district having junior college
Colorado	$1,050 for each 7 full-time students	Levy determined by local Committee for Junior College (governing board)

State	State Aid Provisions	District Tax Limitations
Florida	Foundation program calculated; one instructional unit for each 12 units of A.D.A. up to 420; then one instructional unit per 15 A.D.A. over 420; for administrative services, one added unit for each 8 instructional units obtained above; for personnel services, one added unit per 20 instructional units; then add one for president; Instructional unit worth $2250 to $4450 based on formula of training and experience of faculty; amounts added for non-instructional current expenses, transportation, capital outlay.	Local levy to produce 50% of operating costs, not to exceed 10 mills
Georgia	Not less than $300 per full-time student	Levy limit not specified
Idaho	50% proceeds from state liquor tax allotted by formula	Up to 80¢ on $100, plus ½ mill per $1.00 for gymnasium, grounds upkeep
Iowa	$1.00 per day for each full-time student	Levy to raise $140 to $175 per student, based on enrollment formula, plus $5.00 per student transported
Kansas	No State aid	1.5 mills on each $1.00
Maryland	$150 per full-time student resident of Maryland	Levy to meet 1/2 costs
Michigan	$190 per full-time student but not more than 1/2 cost of operation	1 mill on $1.00 assessed valuation
Minnesota	$200 per A.D.A.	1 mill levy on $1.00 plus district board determination-no set limit
Mississippi	$10,000 to each junior college, plus annual appropriation based on enrollment	3 mills on $1.00 for operation; 3 mills on $1.00 for improvements

State	State Aid Provisions	District Tax Limitations
Montana	\$260.50 to \$340 per A.D.A. by formula for size of school; if 15 mills local levy not meet foundation program, State provides equalization	10 mills on \$1.00; with consent of electors up to 15 mills
New York	One-third operating costs; one-half capital outlay	1/3 operating costs raised; 1/2 capital outlay
Oregon	\$4.17 per quarter credit completed or 25% operating cost, whichever smaller	Determined by district board but not to exceed 6% increase of any previous three annual levies
Texas	\$230 per student to 230; \$189 thereafter	\$1.00 on \$100 valuation for all costs but limit of 50¢ on \$100 for buildings
Washington	35¢ per day of A.D.A., each counted twice for junior college grades, plus 30% cost of transportation and additional incidental amounts	1% of assessed valuation or 2% maximum by vote of electors
Wyoming	Annual flat grant by Legislature	2½ mills on \$1 of valuation
Utah	Annual appropriation	No local levy

Statutory requirements concerning student tuition and fees vary widely. There is no provision in law for tuition or fees in Iowa and Kansas, nor in Georgia except that the Board of Regents determines these for junior colleges immediately under its jurisdiction. The fixing of tuition and fees is left to the district board to determine in nine states:

Colorado
Michigan
Minnesota
Mississippi
Montana
Oregon
Texas
Washington
Wyoming

Provision for tuition and fees in six other states appears as follows:

California	No tuition or fees permitted
Florida	No tuition; fees may not exceed $75 per semester
Idaho	Resident of district: $50-$75 per annum; resident of county outside district, not less than $75 per annum; non-resident of district or county, cost of instruction but not less than $100 per annum
Maryland	Amount equal to 1/3 operating cost per capita
New York	Amount equal to 1/3 operating cost per capita
Utah	Registration fee: $10; tuition $25 per quarter, or $37.50 per semester

District and county boards operating junior colleges normally have legal authorization to bond the subdivision for capital outlay expenditures. The specific authorization for incurring such bonded indebtedness by a district is granted to the governing board by vote of electors, either two-thirds favorable vote or a majority is required. Limitation of amount of bonded indebtedness is usually set as a percentage of the assessed valuation of the district or in terms of maximum mills tax for repayment and debt service. In Arizona the district may incur up to 4% of the assessed valuation by vote of qualified electors, or with approval of the county board of supervisors up to 10% with vote of electors. Summary for other states follows:

State	Limitation set as a percentage of the assessed valuation	Limitation set by maximum mill tax for repayment
California	5%	
Colorado	15%	
Florida	20%	
Georgia	No provision	
Idaho	5%	
Iowa	5%	7 mills, plus 1 mill for site
Kansas	2%, 6%, or 7% by type of district	
Maryland	No provision	
Michigan	15%	
Minnesota		10 mills
Mississippi		3 mills

State	Limitation set as a percentage of the assessed valuation	Limitation set by maximum mill tax for repayment
Montana	5%	
New York	Bonding required to raise 1/2 capital outlay for site and buildings	
Oregon	1-1/2% of true value	
Texas		5 mills
Washington	No provision	
Wyoming	2%	
Utah	No provision	

APPENDIX I

LEGISLATION ESTABLISHING THE JUNIOR COLLEGE SURVEY

Introduced by Committee on Education

AN ACT Relating to Education; Creating a Junior College Survey Committee to Make a Survey of Junior Colleges and Related Programs for the State of Arizona; Providing for the Appointment of a Director of the Survey and Other Employees and Fixing Their Compensation, and Making an Appropriation.

Be it enacted by the Legislature of the State of Arizona:

Section 1. SURVEY AUTHORIZED; PURPOSES

There is created a junior college survey committee to undertake and complete a thorough survey relative to the establishment of junior colleges, including the criteria for establishment, the scope of education offered, including consideration of university parallel and technical instruction, the curricula, potential enrollment of students, desirable and justifiable locations, financial support, their coordination with high schools and with colleges and universities, and any other means that may offer equalization of educational opportunity to Arizona students most effectively and economically.

Sec. 2. SURVEY COMMITTEE; DUTIES AND COMPENSATION

A. The junior college survey committee shall consist of the president of the state university or his appointee, the presidents of the state colleges or their appointees, and the deans of the state supported junior colleges or their appointees; a member of the Arizona association of secondary school principals chosen by its executive board; three members of the senate, appointed by the president of the senate, and three members of the house of representatives, appointed by the speaker of the house. The committee shall select its own chairman at its first meeting.

B. The junior college survey committee shall:

1. Employ a qualified professional director of the survey not presently associated with any state board or institution and such other personnel required to complete the survey, and fix their compensation.

2. In cooperation with professional employees, plan and supervise the survey; and based upon the facts, projections and recommendations of the survey, prepare a report with specific recommendations as to the state's needs for junior colleges and means of meeting to the highest degree possible the needs for education beyond the high school level in the entire state. The report shall be completed not later than December 1, 1958, and shall be presented to the twenty-fourth legislature, first regular session.

C. The members of the committee shall receive no compensation for their services but shall be reimbursed for travel and actual and necessary expenses incurred in the performance of official duties as provided by law for other state officers.

Sec. 3. APPROPRIATION

There is appropriated to the survey committee the sum of thirty thousand dollars for the purpose of carrying out the provisions of this act.

Sec. 4. EXEMPTION

The appropriation made by this act is exempt from the provisions of sections 35-173 and 35-190, Arizona Revised Statutes, relating to quarterly allotments and lapsing appropriations.

Sec. 5. EMERGENCY

To preserve the public peace, health and safety it is necessary that this act become immediately operative. It is therefore declared to be an emergency measure, to take effect as provided by law.

APPENDIX II

STATUTORY PROVISIONS FOR THE ESTABLISHMENT OF PUBLIC JUNIOR COLLEGES

ARIZONA

Source: Arizona Revised Statutes

Establishment:

15-601. A high school or a union high school district which has a high school average daily attendance of one hundred or more pupils and an assessed valuation of five million dollars or more, the board of education may establish a junior college.

15-611. Union or county junior colleges may be established providing there is an average daily attendance in the high schools of the area of 200 students or more and five million dollars of assessed valuation or more in the district.

Political Subdivision:

15-601, 15-611. Any high school, union high school, or county in the state.

Governing Body:

15-601, 15-611. The board of education of any high school or union high school, or the board of education for the junior college in a county.

CALIFORNIA

(West's Annotated California Codes - Education Code)

Minimum Requirements and Procedure for Establishment:

4231. A junior college district shall include all territory in one high school district or two or more contiguous high school districts.

4233. The minimum requirements for the establishment of a junior college district shall be set by the State Board of Education in addition to the following:

A required assessed valuation of the area, an amount which, through the levy of a district tax on estimated true wealth of the taxable property of the district, that will yield an amount which when added to available state financial aid to junior college education will be deemed adequate for a junior college in the proposed area.

Procedure for establishment: A petition will be made by the proposed district to the State School Board of Education; a survey of need will be conducted by the State Superintendent of Public Instruction; the State Board of Education must then approve the move, and finally an election held in the district which is favorable to such establishment.

California (cont.)

Political Subdivision:

4231. A high school district or two or more high school districts.

Governing Body:

4231. A high school district board or a junior college district board of trustees.

COLORADO

(Colorado Revised Statutes)

Establishment:

123-23.3 A junior college may be established in one county or in two or more counties, providing:

1. The area has a high school population of 3500 or more for the preceding school year,
2. A minimum of $20,000,000.00 of assessed valuation.

123-23.4 An area may have the issue voted upon by filing with the county superintendent, or county superintendents, a petition signed by 500 electors of the county or counties.

123-23.5 An election shall then be held on the issue.

123-23.10 If a majority of the votes cast are favorable to such establishment, the county superintendent or superintendents shall call a meeting of the directors of the respective school districts in the area. The assembled directors shall elect five members, who may or may not be directors of school districts for what shall be known as the __________ Junior College Committee, which shall serve as such committee until the regular election of such junior college district.

123-23.11 Those elected according to the above provisions shall serve their regular term of office, at the end of which time a regular election of members of the committee by the electors of the area shall be held.

123-23.14 Staggered terms of office of 1-2-3-4-5 years shall be in effect for all committees organized in the future.

Political Subdivision:

123-23.3 One county or two or more counties.

Governing Body:

123-23.10 The ____________ Junior College Committee. (A local body for each junior college.)

FLORIDA

(Florida Statutes)

Minimum Requirements and Procedure for Establishment

230.46 (1. and 2.) One, two, or more counties may establish a junior college after a request and a plan of operation has been submitted by the county board or boards of education and after meeting the standards established by the State Board of Education.

230.47 (1) The area for a junior college district may be all or part of a secondary school district. The junior college shall be operated by the county board of education.

(3) An Advisory Board for each junior college may be appointed by the state board of education to advise the county board and make recommendations on curriculum, finance, and policy, but with no power to vote.

(4) The Advisory Committee shall have five members if the district served is within one county and not more than nine members if in more than one county. These appointments shall be made by the state board of education.

Political Subdivision:

230.46. One, two or more counties.

Governing Body:

230.46 & 230.47 The county board of education or county boards of education.

GEORGIA

(Georgia Laws Annually)

Minimum Requirements and Procedure for Establishment:

1958 House Bill #686 an Amendment to the Constitution, Article XIII, Res. #268-687a. Section 4(A) Every city, county, county school system, independent school system, or other political subdivision may either alone, or in combination with any other of the above, establish, maintain, and operate one or more junior colleges.

A junior college may be established by any political subdivision upon obtaining permission from the Board of Regents and meeting the standards set up by the Board of Regents.

Political Subdivision:

Same as above -- Any political subdivision.

Governing Body:

Section 6. The board of education of any political subdivisions listed above may be the governing body, except that the Board of Regents for the State of Georgia shall adopt rules and regulations, fix policies, and make standards.

(The Board of Regents operates junior colleges separately from the system provided for above.)

IDAHO

(Idaho Code and Session Laws)

Minimum Requirements for Establishment:

33-2103. One or more high school districts, or one or more counties having an aggregate high school enrollment of not less than 800 and having an assessed valuation of not less than $10,000,000.00

Procedure for Establishment:

33-2104. A junior college may be established by the following procedure:

(a) A petition signed by not less than 300 qualified electors residing in the proposed junior college district, with not less than 100 petitioners from each high school district in the district.

(b) Presentation of the petition to the state board of education.

(c) Approval by the state board of education.

(d) If the area is within more than one county, an aggregate of not less than 300 qualified electors must sign the petition from each county.

Political Subdivision:

33-2103. One or more high school districts or one or more counties.

Governing Body:

Board of Trustees of a junior college district.

IOWA

(Code of Iowa)

Minimum Requirements and Procedure for Establishment:

280.18. The Board of Directors of a school corporation, upon approval of the state superintendent of public instruction and when authorized by 60% of the electors, shall have the power to establish and maintain in each district one or more schools of higher order than the four year high school to be known as public junior colleges. There shall be at least 5,000 population in the area proposed for a public junior college.

Political Subdivision:

280.18. Any local school district.

Governing Body:

280.18. The board of directors of a local school corporation.

KANSAS

(Kansas Statutes)

Minimum Requirements and Procedure for Establishment:

72-3301. The board of education of any city of the first or second class, and the board of trustees of any community high school may provide for an extension of

Kansas (cont.)

high school course of study by establishing a two year course in advance of high school, if such action is approved by the electors at a general election or a special election.

Political Subdivision:

72-3301. Any city or high school district.

Governing Body:

72-3301. Any board of education of cities of the first or second class or the board of trustees of any community high school district.

MARYLAND

(Public School Laws of Maryland)

Minimum Requirements and Procedures for Establishment:

99-77. "The County Board of Education, in accordance with rules and regulations of the State Department of Education, may establish and maintain day and evening schools for adults, the purpose of which shall be to provide a general program of continuing education in all its aspects for improvement of the civic, vocational, and general intelligence of adults, and to enable them to make a wise use of their leisure time."

99-77. The county. (A report from the State Department of Education for Maryland states that these two year institutions actually exist in cities and some state institutions as well as in counties.)

99-77. The County Board of Education. (However, in certain instances a city board of education or a State Teachers College may govern such an institution.)

MICHIGAN

(Michigan Statutes Annotated and Public and Local Acts)

Minimum Requirements and Procedure for Establishment:

15.610. Any school district of more than 10,000 population with approval of the superintendent of public instruction, may provide for the establishing and offering of collegiate courses embracing two years of collegiate work and shall be known as a community college.

15.611 (1) Also two or more districts by vote of the electors of both districts may establish a community college.

340.791. A first class school district or two or more such districts may establish a community college.

390.871. One or more counties, after county boards have secured approval of the state board of education may be majority vote of electors thereof voting form a community college district.

Political Subdivision:

Above: Any school district or school districts, any county or counties combined for community college purposes.

Michigan (cont.)

Governing Body:

Above: and 390.874. Board of trustees for the community college.

MINNESOTA

(Minnesota Statutes and Laws of Minnesota)

Minimum Requirements and Procedure for Establishment:

131.02. Subdivision 1. The school board of any independent or special school district may make application to the state board of education to establish and maintain a department of junior college work, to consist of not more than two years work beyond the 12th year of public school curriculum. Such application shall contain such data as the state board of education may require.

Subdivision 2. Upon receipt of such application the state board of education shall make a survey of the district to determine the need for a junior college.

Subdivision 3. The question of establishment shall be submitted to the voters if approved by the state board.

Subdivision 4. A two-thirds vote of those voting required for passage of the measure.

Subdivision 5. Two or more school districts may cooperate to establish the junior college.

Political Subdivision:

131.02. Any independent school district, special school district, or a combination of two or more such districts.

Governing Body:

131.02. The board of education of any one of the above districts.

MISSISSIPPI

(Mississippi Code and General Laws)

Minimum Requirements and Procedures for Establishment:

6475.02. There is hereby created the Junior College Commission for the state of Mississippi of seven members: The Superintendent of Education, Chancellor of the University of Mississippi, The President of the Mississippi State College and the President of the Mississippi State College for Women and the presidents of three junior colleges selected by the presidents of all junior colleges of the state.

The Junior College Commission shall regulate the establishment and operation of junior colleges in the state and shall have the following powers and duties:

(1) To make studies of the needs of the state and communities for junior college education.
(2) To divide the state into districts within which junior colleges may be established, taking into consideration population, property valuation, transportation, proximity of other colleges, etc.

(3) To fix standards for junior colleges.
(4) To certify to the State Board of Education the names of junior colleges eligible for state funds.

6475.04. Junior colleges may be established by one or more counties and municipal school districts within the territorial limits designated by the Junior College Commission as a junior college district.

The school board of a county desiring to establish a junior college shall adopt such a resolution and furnish a copy of the same to the board of supervisors of the county. If approved, the two groups shall jointly petition the Junior College Commission for approval of the establishment of a junior college. If the Junior College Commission approves they shall notify these groups petitioning and designate the location of the proposed junior college. The board of supervisors shall then declare intention of making a tax levy for the purpose. If 20% of the electors of the county petition for a vote on the issue, such shall be held. If a majority vote against it the procedure for establishment is halted. Otherwise, establishment of the junior college is permitted.

(This same procedure applies to two or more counties desiring establishment of a junior college).

(The same procedure is true for a municipality, except the mayor and the board of aldermen carry out the procedure).

Political Subdivision:

6475.04. One or more counties or one or more municipalities.

Governing Body:

6475.05. For the junior college there shall be six trustees from each county, the county superintendent of education shall be a member and there shall be one member from each supervisor's district. The board of supervisors for the county shall appoint all members to the trustees for the junior college, except as below.

6475.12. The government and administration of junior colleges established wholly within a municipal separate district shall be vested in the trustees of the municipal separate school district.

MONTANA

(Revised Code of Montana and Laws of Montana)

Minimum Requirements and Procedure for Establishment:

75-4409. Any county high school board of education or any district high school board of education shall be authorized to establish and maintain in such schools a department of junior college work and to include in their budget a sufficient sum to operate and maintain a junior college department.

Montana (cont.)

Whenever one of these boards of education receives a petition signed by 25% of the registered voters of the area requesting the establishment in such a school of a department of junior college, the petition shall be spread upon its minutes. The board shall then notify the State Superintendent of Public Instruction - or the local board may make such a request of the State Superintendent of Public Instruction without the petition. If the State Superintendent approves the board shall submit the question to the voters. Approval of the voters is necessary.

Requirements for the establishment of a junior college.
-$3,000,000.00 assessed valuation in the district or county desiring to establish a junior college.
-Building space that is adequate and available for such a program.
-An adequate library.
-Suitable laboratory for proposed curriculum.
-At least two faculty members not including the Superintendent or principal.
-A school term of at least nine months.
-Class periods of a minimum of 50 minutes.

Political Subdivision:

75.4409. Any county or high school district.

Governing Body:

75-4409. Any county high school board of education or any high school district board of education.

NEW YORK

(McKinneys Consolidated Laws of New York)

Minimum Requirements and Procedures for Establishment:

6302. 1. Any local sponsor acting through its local legislative body or board, or other appropriate governing agency, may by local law, pursuant to the master plan, standards, and regulations prescribed by the state university trustees and with approval of said trustees:
- a. establish a community college.
- b. elect to participate with another sponsor in doing so.
- c. combine with one or more other local sponsors.

Political Subdivision:

6301 - 6302. County, city, school district or any combination.

Governing Body:

6302 - 6301 and 6306. The administration of the community college shall be a community college board of trustees of nine members, elected in annual rotation or by the local sponsoring agency governing body listed above according to the rules, regulations, and standards established by the state university trustees.

OREGON

(Oregon Revised Statutes)

Minimum Requirements and Procedure for Establishment:

335.950. Status of the junior college.
Any junior college established shall be deemed a part of the district public school system.

335.910. A junior college may be established in any school district in which all of these things exist:

1. Taxable property in the district is at least $20,000,000.00.
2. Enrollment in grades 9-12 is at least 500.
3. Available building space is modern and adapted to junior colleges.
4. A general and reference library is provided.
5. Suitable laboratory and shop space is available for courses offered.
6. The State Board of Education has given approval.

335.915 - 920 - 925: Upon receipt of a petition signed by 10% of the registered voters of the district, the district school board shall file the request with the State Superintendent of Public Instruction with its recommendation. On its own initiative a school district board may submit such a request. The State Superintendent shall present the same to the State Board of Education. If approval, an election shall be held in the district. If a majority of voters favor the proposal, application is made to the State Board of Education for final approval.

Political Subdivision:

335.950. Public school district.

Governing Body:

335.950. The school district board of education.

335.950. Standards for the junior colleges shall be established by the State Board of Education.

TEXAS

(Vernon's Texas Civil Statutes)

Minimum Requirements and Procedure for Establishment:

Art. 2815 h.

Sec. 1. Any independent school district, or city, having assessed property valuation of not less than $12 million or having an income provided by endowment or otherwise that will meet the needs of the proposed junior college district, said need to be determined by the New State Board of Education, and having an average daily attendance of the next preceding school year or not fewer than 400 students in last four years of classified high school or high schools within the district, or city, may vote of the qualified voters of the district, or city, may establish a junior college.

Texas (cont.)

Sec. 1a. If there is $20 million valuation of taxable property in a proposed district a junior college may be established with a minimum of only 300 students in ADA for the next preceding school year.

Sec. 19. A union junior college, a county junior college, or a joint county junior college permissible.

Sec. 2 & 3. A petition by 5% of the voters of the area shall be forwarded by the board of education to the State Board of Education. If approved, an election shall be held in the area. If a majority favor the proposal the junior college shall be established.

Political Subdivision:

Art. 2815 h.

Sec. 1 & 19. Independent school district, city, county or combination of these.

Governing Body:

Art. 2815.

Sec. 4. If the boundaries of the proposed junior college and the independent school district are coterminous, the board of education of the school district shall be the governing authority. If however, the boundaries are not coterminous, a Junior College Board of Trustees of 7 members shall be elected from the area in the same manner as the Board of Education for the independent school districts and shall be the governing body.

UTAH

(Utah Code Annotated)

Minimum Requirements and Procedure for Establishment:

55-33-7. The state board of education shall have the management and control of all junior colleges. All construction, maintenance and support subject to legislative action upon recommendation of the state board of education.

Certain junior colleges are made branches of the state universities and thereafter controlled by them.

Political Subdivision:

No general provision, but subject to the recommendation of the state board of education and legislative action. The entire state is the basis for drawing enrollment, etc.

Governing Body:

55-33-7. The state board of education, or Board of Regents for a state university. (In the case of junior colleges that are made branches of one of the state universities.)

WASHINGTON

(Washington Statutes)

Minimum Requirements and Procedure for Establishment:

28.84.010. Public junior colleges shall be established as part of the public education system.

28.84.020. The state board of education and the state board for vocational education shall establish standards and regulations for the junior colleges.

28.84.030. The procedure for establishment shall be one of the following:

1. Where a junior college already exists the board of trustees for the junior college may petition the state board of education to recognize it as a public junior college.
2. Where a junior college already exists the board of trustees of the junior college acting jointly with the board of directors of one or more high school districts served by the junior college may petition the state board of education to recognize and establish it as a public junior college.
3. In a community where a junior college does not exist, one hundred qualified voters, or the local board or boards of education may petition the state board of education for the establishment and operation of a junior college.

28.84.040. Upon receipt of the petition, the state board of education shall determine the advisability of granting the petition. If the board agrees to the request, they shall so certify to the Governor who shall thereupon issue an order to that effect.

28.84.050. The governing body shall be a board of trustees appointed by the Governor selected from residents of the area served. (The directors of a high school or high schools which have joined for the purpose of a junior college may govern the junior college).

28.84.120. Any school district may add two years of vocational training and general education to the usual twelve years course of the common schools in accordance with existing provisions.

28.84.160. Upon written application signed by the directors of a school district and by the board of trustees of a junior college located therein, the state board of education may authorize that the junior college be discontinued and in lieu thereof two years of vocational training and general education be added to the usual twelve years of the common schools, to be subject to regulations governing the common school district.

(This act in 1945 led to many of the junior colleges of Washington going to an extension of the high school and being operated by the local districts.)

Political Subdivision:

28.84.030. One or more school districts.

Washington (cont.)

Governing Body:

28.84.050. A board of trustees for the junior college or the directors of one or more school districts.

WYOMING

(Wyoming annotated Statutes and Session Laws of Wyoming)

Minimum Requirements and Procedure of Establishment:

67-2102 (a). -A vote to determine the establishment of a community college may be held upon the signing of a petition by 25% of the electors of a district or by 500 electors, whichever is smaller.

-If the election is favorable and the area has not less than $20 million assessed valuation of taxable property and not less than 700 pupils enrolled in high school in the area, a community college may be established.

-Election of the community college board members may be held at the same election held to determine the establishment of the community college.

Political Subdivision:

67-2101 (b). Subdivision of a county, or counties, or parts of several counties.

Governing Body:

67-2102 (e) & 67-2102 (g). -A community College District Board of Trustees of seven men.

67-2102 (h). Junior Colleges and University Centers already established may continue under the governing body of board of school trustees or University of Wyoming, or may go through the prescribed procedure and become a community college.

67-2106. A Community College Commission for Wyoming shall be established and shall consist of the President of the University of Wyoming, Dean of the Division of Adult Education and Community Service of the University, the State Superintendent of Public Instruction, the Commissioner of Education, the Director of each community college, one other member from each community college district appointed by the community college board, the executive head of any Junior College or University Center and one member appointed by the Board of Trustees of any district maintaining one of these.

67-2107. Powers of Community College Commission to study the educational needs, personnel, policies, and procedures; and to recommend minimum standards; and to establish standards in cooperation with the University of Wyoming Board of Trustees.

APPENDIX III

STATUTORY PROVISIONS FOR THE FINANCIAL SUPPORT OF PUBLIC JUNIOR COLLEGES

ARIZONA

Local Levy:

15-602. The Board of education shall possess and exercise the same powers for junior college that it does for high schools.

15-603. A. The board of education may include in its annual budget an amount necessary for support of the junior college.

15-615. Support of union or county junior colleges the same as provided for in 15-603.

15-505. Tax levy for high schools.
In a district. . . . .which determines to establish a high school (junior college) an annual tax shall be levied, the amount of which shall be estimated by the high school board of education of the district and certified to the county school superintendent on or before July 1; the proper authority, after deducting the amount allowed from state and county funds shall levy a rate upon the property of the . . . . district which will provide the remaining amount so justified.

No legal limit.

State Aid:

15-632. A. An amount may be appropriated by the Legislature for each junior college.

B. To be eligible for such funds a junior college must:
- -Be equipped with suitable buildings, equipment and campus.
- -Have an ADA of at least 100 students taking courses of college grade for at least two years immediately preceding application for aid.
- -Have had its academic courses approved by the University of Arizona for a period of three years.

C. The board of trustees must submit a budget for the coming year not later than January 1 each year to the Superintendent of Public Instruction. The Superintendent of Public Instruction shall submit the budget to the Legislature with certificate of eligibility and recommendation of the amount of state aid to be extended.

D. No part of state aid shall be expended for construction of buildings, repairs, or purchase of grounds or equipment.

Tuition:

No provision.

Arizona (cont.)

Bonding:

15-603. B. Bonds for the buildings and improvements of the junior college may be voted in the same manner that high school bonds are voted.

15-624. Powers-- The same powers shall exist for junior colleges as are prescribed by law for high school boards of education.

15-445. A. The board of trustees shall:

(4) Construct school buildings, or purchase or sell school sites when directed to do so by vote of the district.

B. The board may include in its budget items for purchase of sites or erecting or purchasing school buildings. The county school superintendent shall include such items in his estimate to the board of supervisors of the county and the board of supervisors may at its discretion, make a levy on the property of the district sufficient to produce the amount asked for, but a levy for such purposes shall not exceed ten cents on each one hundred dollars of property valuation. (Above without vote of people, no bonds.)

An amount equal to 4% of assessed valuation by vote of electors.

An amount up to 10% approved by County Board of Supervisors and vote of electors for all schools in area.

CALIFORNIA

Local Levy:

Chapter 10, Art. 3-6357. The maximum rate of school district tax which may be levied for all school purposes, exclusive of bond interest and redemption, for any district in any school year on each $100.00 of assessed valuation within the district shall be:

c. In any separate junior college district, the boundaries of which are coterminous with those of a high school district, thirty-five cents ($0.35) for junior college purposes.

d. A total not to exceed one dollar and ninety cents ($1.90) for combined elementary, high school, and junior college purposes, or two dollars ($2.00) when kindergarten is included with others.

e. In any high school and junior college district only and governed by the same governing board, one dollar and ten cents ($1.10) for high school and junior college purposes.

Note: Any district may exceed the total by five cents ($0.05) for public purposes or community recreation.

California (cont.)

State Aid:

Art. 9, 7075. The Superintendent of Public Instruction shall allow to each junior college district, one hundred twenty-five dollars ($125.00) for each unit of average daily attendance in grades 13 and 14 for the preceding fiscal year but not less than $2400.00 to any junior college district, to be known as basic state aid.

(This article states that adults are excluded from computation, but 7149 states that inclusion of classes for adults in computation of average daily attendance may be allowed if they are attached as part of the junior college.)

6961. The units of average daily attendance in grades 13 and 14 in each junior college shall be computed by dividing the total number of whole or partial class hours of pupil attendance in junior college during the fiscal year by 525. A class hour is defined as not less than fifty minutes exclusive of passing time.

Foundation Program:

7038. For each junior college district, the state superintendent of public instruction shall multiply the number of units of average daily attendance by four hundred ten dollars ($410.00).

Equalization:

7093. The State Superintendent of Public Instruction shall compare the amounts allowed to junior college districts as indicated in 9 and 10 of this chapter with the amount of the foundation program of school support computed for each district. If the total amount computed for any district is less than the amount of the foundation program, he shall add to the amount computed for such district pursuant to Article 9 and 10 of this chapter, such additional amount, to be known as state equalization aid, as may be necessary to equal that computed for such district.

7095. No state equalization aid shall be allowed during any fiscal year unless there shall have been levied exclusive of taxes under Sec. 4963.2, 5063, 6357.2, 7516, 7736, 14725, and 19613.6, a tax not less than thirty-three cents ($0.33) if a junior college district.

Flat Grant - State Aid:

5022. A sum of thirty million dollars ($30,000,000.00) is appropriated for (1) purchase and improvement of school building sites; (2) the construction, reconstruction, repair, alteration of additions to school buildings; and (3) the furnishing and equipping of school buildings.

5026. Funds under 5022 shall be apportioned by the State Allocation Board, but no funds shall be allowed unless, (1) the district makes application; (2) the rate of the district tax levied is within ½ cent ($0.005) of the maximum rate fixed in 6357 above; (3) the total amount of bonds of the district exceeds 95 per cent of the total amount of bonds of the district permitted by the Education Code.

California (cont.)

Tuition and Fees:

16003. This provision has to do with authority to admit and charge out-of-state students.

Attorney General Ruling 181:
The state public schools, including junior colleges, are required to accept any person residing in state, provided they are otherwise eligible, and tuition charges may not be made to the student.

Bonding Authority:

Art. 7. Any district maintaining a junior college may issue bonds not to exceed 5 per cent of the taxable property of the district as shown by the last equalized assessment of the county or counties to be used for junior college capital outlay.

7433. Maximum rate of interest for bonds shall not exceed 5 per cent.

7434. Maximum length of term of the bond not to exceed 25 years.

COLORADO

Local Levy:

Art. 123-32. The Committee for the Junior College shall have all powers and perform all duties accorded to and required of public school districts of the first class throughout the state such as issue bonds, and repay by taxation, pledge revenue as security and tax for the support of junior college.

Art. 123-6-20. School districts may make other levies to increase revenue.

State Aid:

Art. 123-6-17. $900.00 grant for each 7 students carrying 45 quarter hours or 30 semester hours of credit for the preceding year. The college must submit before September 1, the total hours credit and the number of students for the preceding year. The total hours will be divided by 45 or 30 and this figure divided by 7 to determine the correct number of $900.00 grants to be given the institution.

Art. 123-6-18. No funds from the state public school funds shall be used for debt service or capital outlay.

Tuition and Fees:

Art. 123-24. Powers of the Junior College Committee. The Junior College Committee shall have the power to determine financial and educational policies, to fix fee rates, accept gifts, to purchase, hold, sell or rent property.

Colorado (cont.)

Bonding Authority:

Art. 123-32. (Above)

Art. 123-11-2. Bonded Indebtedness.
The legal maximum bonded indebtedness for a first class school district shall be 10% of the assessed valuation of the district. Additional amount up to a total of 15% may be obtained through approval of the Colorado State Tax Commission as an emergency measure. (It is assumed that the same limitations exist for the junior college because of Art. 123-32 above.)

FLORIDA

Art. XII Sec. 8. County shall levy not less than 3 mills and not more than 10 mills on all taxable property for support of free public schools, with the same for any district.

Local Levy:

230.48 (2) Each county board shall make a financial effort to support the junior college which is at least equal to five per cent of the minimum local financial effort required to support the minimum foundation program for grades one to twelve, inclusive . . . . but no county board shall be required to make a financial effort of more than fifty per cent of the minimum program for junior colleges.

230.23 (7) (c) The county board shall have the power to adopt any tax levy necessary to carry on the school program for bond interest and sinking fund necessary for bonds which are outstanding. (See below.)

State Aid:

230.55 (2) Appropriation for Existing Junior Colleges. An amount shall be appropriated to each junior college equal to the potential enrollment (means potential average daily attendance) multiplied by $2220.00 less the number of square feet of existing buildings multiplied by fifteen dollars.

(3) (a) Established junior colleges (a junior college established subsequent to July 1, 1957 during the biennium ending July 1, 1959).
For an established junior college having a potential enrollment of more than six hundred students an amount equal to one-third of the potential enrollment multiplied by $2220.00 shall be appropriated.

(b) For an established junior college having an enrollment less than six hundred students an amount equal to one-fourth the potential enrollment multiplied by $2220.00 shall be appropriated. (These amounts to cover a biennium.)

Foundation Program:

236.01. The state minimum foundation program established as a part of the county school fund to be used to assist the county in maintaining a minimum school program.

236.03. Included shall be pupils in grades one to twelve, inclusive, and also those in kindergarten and junior college.

236.04. Procedures for Determining the Number of Instructional Units.

(9) Instructional units for junior colleges shall be computed separately as follows:

a. One unit shall be granted for each 12 students in average daily attendance for the **first** 420 students and one unit for each 15 students over 420.

b. For each eight instructional units in the junior college one additional instructional unit shall be granted for administration and special services.

c. For each twenty instructional units one additional unit shall be allowed for student personnel services.

d. Each county with a junior college shall be entitled to one junior college president's unit for each junior college in the county approved by the state board.

236.05. Procedure for Determining Transportation Units.

(3) One transportation unit shall be allowed for each thirty pupils transported at public expense whose homes were more than two miles from college, to be determined during the first month of each year of operation.

236.07
(1) Instructional Personnel Classified in Ranks as to Training.

(3)a. Multiply the number of instructional units sustained by personnel in Rank I by $4450.00.
Multiply the number of instructional units sustained by personnel in Rank II by $3850.00.
Multiply the number of instructional units sustained by personnel in Rank III by $3400.00.
Multiply those in Rank IV by $2400.00.
Multiply those in Rank V by $2250.00.

b. A sum of $300.00 shall be allowed for each instructional unit sustained by personnel in Ranks I, II, III, who hold continuing contracts. An additional $300.00 shall be allowed for each unit sustained by those in Ranks I, II, III, who have 10 years continuous, efficient teaching service.

c. An amount equal to 20% of an instructional unit shall be allowed for personnel on twelve month service.

(4) The number of transportation units shall be multiplied by a sum of $1250.00

(8) The county effort must be equal to the county's per cent of the financial ability of the state multiplied by 95% of 6 mills levied on all the taxable assessed valuation of the county.

236.04. Additional capital outlay funds available for help in rapidly increasing districts.

236.072. Legislature may make additional flat grants to junior colleges when it deems necessary.

Outright grant of $4,196,652.00 for four junior colleges for buildings and equipment.

Tuition and Fees

230.48. (2) No tuition or matriculation fees may be charged pupils attending junior colleges unless authorized by the state board of education. (intent of the legislative action that no fees be charged)

Bonding Authority:

Constitution Art. XII, Sec. 17. District may issue bonds not to exceed 20% of assessed value of taxable property of district by majority vote.

230.46. Any county board may organize, establish and operate a junior college or may acquire and operate a junior college already established.

230.23. (7) (b). Any county board shall have the power to select and purchase sites, to erect or contract for erection of buildings, to make contract for repair, additions, and alterations of buildings and school properties.

230.23. (11) (c). Bonds
The county board shall have the power to approve and arrange for elections for issuance of bonds as deemed necessary. The issuance of bonds must be approved by the electors of the district.

GEORGIA

Local Levy:

Amendment to the Constitution. No. 112. (House Res. No. 286-687a) Article VIII of the Constitution is amended by inserting a new section. Section 4 (A).

Every city, county, county school system, independent school system, school system established prior to adoption of the Constitution of 1877 and any other political subdivision of the state created for college purposes and possessing the power to levy or to recommend the levy of a tax is hereby empowered with authority to establish a college or colleges. The General Assembly may authorize such establishment and any such legislation shall also provide. . . the power to levy a tax for college purposes over the entire area contained in such combination.

Georgia (cont.)

State Aid:

Section 5. There shall be paid to every local operating authority which shall establish or operate a junior college under the provisions of this act, a certain sum for each full-time equivalent student, as determined by the Board of Regents, in the said institution or institutions, the exact amount of which shall be determined annually by the Board of Regents from a consideration of the amount of funds available for such purpose, but which shall in no event be less than $300.00 per nine month academic year for each full time equivalent student, as determined by the Board of Regents for teaching, instruction, and maintenance purposes. Such sum payable only if the Board of Regents declares the amount available without hampering the university system.

(Sec. 6. The Board of Regents shall adopt rules, regulations, fixing policies, and making standards for such junior colleges.)

Section 7. The sum in Section 5 shall be the only direct state aid. Institutions so established are not part of the university system.
The above provisions are contained in Junior College Act of 1958, No. 53 (House Bill No. 686).

Note: Georgia has two year institutions as an integral part of the university system and wholly dependent upon and financed by the acts of the General Assembly.

IDAHO

Local Levy:

23-2113. (1957) For maintenance and support of junior colleges . . . the board of trustees for the junior college district may levy upon the taxable property within the district a tax not to exceed 80 cents on each $100.00 of assessed valuation of the district.

23-2114. Any district may levy in addition to 2113 a tax not exceeding ½ mill on the dollar for maintenance and care of the gymnasium and school grounds of such district.

State Aid:

23-2113. There shall be allocated 50% of all moneys apportioned to any county embracing all or part of such a district (junior college) out of the liquor fund of the state of Idaho.

Tuition and Fees:

33-2112. All students attending a junior college shall pay tuition as follows:

A student who is a resident of a junior college district shall pay not less than $50.00 and not more than $75.00 per annum.

A student not a resident of the district, but of the county in which the district is located, shall pay not less than $75.00 per annum to be fixed by the board.

Idaho (cont.)

For a student who does not reside either in the county or in the district in which the junior college is located the tuition shall be fixed by the board of trustees annually not later than August 1, as nearly as practicable, the annual cost to the junior college district of the courses taken, but not less than $100.00 per annum.

Bonding Authority:

33-2115. The board of trustees of a junior college district shall provide by purchase, rental, or otherwise such buildings, grounds, equipment, and appliances as may be necessary for such junior college. For such purposes the district is empowered and authorized to issue bonds, and the laws relating to issuance of bonds by independent school districts, class A, shall apply to the junior college district, but the aggregate of any issue and of all bonds of such district heretofore issued and still outstanding shall never exceed 5% of assessed valuation of such district . . . . and interest rate not greater than 4½%.

IOWA

Establishment:

280.18. The board of directors of a school corporation, upon approval of the state superintendent of public instruction and when authorized by 60% of the voters shall have the power to establish and maintain in each district one or more schools of higher order than the four year high school to be known as public junior colleges. A requirement to have at least 5000 population in the district.

Local Levy:

298.1. The school corporation shall be empowered to levy a tax sufficient to provide not to exceed:

1. In a school of 1200 or more pupils	$140.00
2. In a school with 250 to 1200 pupils	160.00
3. All other schools	175.00

Except for the following:

298.2. If the above amount not sufficient to meet the budget of the district, the state comptroller may allow such district to levy an additional amount above the statutory maximum up to 35% of the original.

298.4. $5.00 per pupil may be added for transportation.

298.10. A general school levy in a county of from one-fourth to three-fourths of a mill.

Tax limitation for repayment of bonds.

298.18. The tax levy for repayment of bonded indebtedness and interest not to exceed 7 mills, provided, because of reduced valuation this amount not sufficient to pay the bonded indebtedness it may be set at the rate needed to meet such amount.

Iowa (cont.)

297.5. A tax of one mill may be levied by any school corporation in addition to all other levies for school house funds and used to purchase sites for the district.

State Aid:

286.2. State Supplementary Aid.

Only elementary and high school students may be counted for determining amount of state aid from this fund.

286.4. A tax of 15 mills necessary in any district to qualify for the above mentioned aid.

286A.3. General School Aid Fund.

Shall be distributed on the basis of $1.00 for each junior college student carrying 12 or more semester hours of college work.

Tuition and Fees:

No specific provision for any amount or restriction. Presumed to have the authority to fix such as part of the authority granted school corporations.

Bonding Authority:

296.1. Any such school corporation shall be allowed to become indebted for the purpose of building and furnishing a school house or school houses and additions thereto; gymnasium, stadium, field house, school bus garage, teachers' or superintendent's house or houses and procuring a site or sites therefor . . . to an amount in the aggregate, 5% of the actual value of taxable property within such school corporation; such value to be ascertained by the last county tax list.

(For limitations of tax levy for redemption of bonded indebtedness see Local Levy above.)

KANSAS

Local Levy:

72-3314. Tax levy may be made by a high school district to extend courses for two years beyond high school provided it is approved by the electors of the district.

72-3315. The tax levy for this purpose shall be 1.5 mills. (The code gave no explanation of any alternative, minimum or maximum.)

State Aid: None.

72-5714. In making apportionment from the General Statutes Supplement to high school only those pupils enrolled in grades nine to twelve, inclusive, shall be counted. (Thus excluding college students.)

Kansas (cont.)

Tuition and Fees:

72-3305. Any provision for high school tuition out of public funds can be construed to include the portion of a school above the twelfth year known as the high school extension or junior college. (This provision seems to apply to such things as out-of-district tuition rather than as a charge to students.)

Bonding Authority:

72-3307. The board of directors of a high school district may issue bonds in an amount not to exceed 2% of the assessed valuation of the district for such purposes as erecting and equipping buildings for the establishment of two year extensions of high schools - junior colleges.

MARYLAND

Local Levy:

49-77. The only provision is a statement of State Department Policy which states that the county or local unit should provide one-third of the cost of operation.

State Aid:

State Department Policy:

1. State aid shall be provided for each fully matriculated student who is a resident of Maryland.
2. The amount of state aid for each of the public junior colleges in the state of Maryland shall be $150 per year for each full-time or equivalent full-time matriculated student.

(There are further statements of policy, but all of them have to do with defining fully matriculated students, residents, course load, etc.)

Tuition:

State Department Policy:

An amount to equal one-third of the cost amounting to about $150.00 to $250.00.

Bonding:

No provision. From the description by the state department it would seem that the buildings, equipment, and facilities were furnished by the local, county, or state operating agency.

MICHIGAN

Local Levy:

390.878. Sec. 8. Trustees may levy for the purposes of a community college a tax of not more than 1 mill upon each dollar of state equalized value of property of each of the counties comprising the community college district.

Michigan (cont.)

State Aid:

390.903. Sec. 1. It is the declared policy of the state to further develop the community colleges by supplementing the educational program.

Sec. 3. The money from the state shall be appropriated to the districts by the state superintendent of public instruction on an enrollment basis. The enrollment unit to be a full time program for an academic year. Part time or shorter periods of enrollment to be equated. No funds distributed hereunder to exceed one-half of the total operational costs of the community college excluding capital outlay and debt service. Such funds not to exceed $190.00 per full time enrollment.

Act 226. (1956)

Sec. 4. The sum of $1,200,000.00 for construction, alteration, refurbishing, or remodeling of junior or community colleges not to exceed $300,000.00 to any one such college and not more than 50% of the cost of such projects.

Tuition and Fees:

390.874. Sec. 4.7. Powers of the board of trustees. Shall have the power to establish and collect tuition fees for resident and non-resident students.

Bonding Authority:

390.874. Sec. 4. Powers of the board of trustees:

.1

To purchase or lease site or sites for college buildings, library,farms, athletic fields, and playgrounds; purchase, lease, acquire, erect, or build such buildings for school purposes and to pay for same out of district funds.

.5

To borrow for the above purposes and to accomplish this by issue and sale of bonds with a twenty year limit of repayment and in an amount not to exceed 2% of assessed valuation of the district property except by vote of electors to allow up to 15% of assessed valuation of the district.

MINNESOTA

Local Levy:

127.03. The amount of tax for each school district shall be determined by the school district board and voters and shall be certified by an auditor. No set limit.

127.01. Provides for a one mill levy throughout the state to be known as the current school fund. The county shall levy a one mill tax to be the county school fund.

Minnesota (cont.)

State Aid:

131.073. Subdivision 1. The state board of education shall distribute to each public school district maintaining a junior college, annually, the sum of $200.00 for each student in average daily attendance in said junior college.

Subdivision 2. The average daily membership shall be that of the preceding school year.

Subdivision 3. No state aid shall be given to a junior college established within 36 miles of an existing junior college or state college.

Tuition:

131.06. The school board having control of a junior college shall determine and fix the rate of tuition, if any, required to be paid by the pupils.

Bonding Authority:

131.105. School boards shall have authority to use existing buildings and equipment or may provide buildings and equipment for junior colleges.

127.04. A tax levy not to exceed 10 mills for the purchase of school sites and erection for equipment of school houses shall be allowed if it produces $600.00, if not, a greater levy not to exceed 30 mills or not to exceed enough to raise $600.00 may be levied. The latter provision is subject to the voters of the district.

(Apparently the only provision for sites, buildings and equipment and the bonding authority and limitations are those for the regular school district and the junior college must be provided for out of that limitation along with the other needs of the district.)

MISSISSIPPI

Local Levy:

6475-06. Powers and Duties of Trustees.
The Trustees for a junior college shall have the full power to do all things necessary to the successful operation of the junior college.

6475-11. Tax Levy.
Taxes for the support, enlargement, and improvement of junior colleges shall be levied annually against all property of each county, of each municipal separate school district . . . but in no case shall such levy exceed three mills for support and three mills for enlargement or improvement.

State Aid:

Chapter 35- Sec. 1.a. (H.B. 742--1952) Each public junior college to receive $10,000.

Mississippi (cont.)

b. The remainder of an appropriation of $925,000 to be divided among the junior colleges on the basis of full time academic junior college day time students actually enrolled and in attendance on the last day of the sixth week of the fall semester who are residents of the state of Mississippi. (Outright Grant)

Chapter 36- Sec. 1. (H.B. 784---1952) A sum of $450,000 appropriated for the vocational and technical departments of the junior colleges. (Outright Grant)

(These appropriations have continued since that year)

Tuition and Fees:

6475-16. Fees and Tuition. A junior college in the discretion of its trustees may charge fees and tuition.

6476-01. In case of an emergency from increased enrollment a tuition fee of not more than $500.00 may be charged any student except a resident of the state who would actually be compelled to pay such fee. (Obviously this was to allow for the collection of veterans allowance from the federal government at a higher rate.)

Bonding Authority:

6475-06. and 6475-11. See both of these above under Local Levy.

6475-13. Trustees of a junior college may borrow money in anticipation of taxes.

6475-11. Limitation---not to exceed three mills for enlargement or improvement.

MONTANA

Local Levy:

75-4409. County high school board of education or a district high school board of education shall be authorized to include in their budget a sufficient sum to operate and maintain the junior college departments, the amount to be left to the board's determination.

75-1723. Sec. 14. Provides for a 10 mill levy for high schools and other authorized schools of the district. An additional 5 mill levy may be made with the consent of the electors.

State Aid:

Chapter 244. Sec. 3. Foundation program for high schools with junior colleges included. If the local levy is not enough to meet the foundation program, the state established Foundation Fund used for the remainder to meet the minimum foundation program.

Montana (cont.)

Foundation Program:

For a secondary school having an Average Number of students Belonging of more than 40 pupils, the maximum of $340.00 shall be decreased at the rate of $2.20 for each additional pupil until the ANB shall have reached a total of 100 such pupils.

For schools having an ANB of more than 100 the maximum of ____________ shall be decreased at the rate of $0.55 for each additional pupil until the ANB shall have reached a total of 200 pupils.

For schools having an ANB of more than 200 the maximum of $308.00 shall be decreased at the rate of $0.23 per pupil for each additional pupil until the ANB shall have reached a total of 300 pupils.

For schools having an ANB of more than 300 the maximum of $285.00 shall be decreased at the rate of $0.07 for each additional pupil until the ANB shall have reached a total of 650 pupils.

For a school having an ANB of more than 650, the maximum of $260.50 shall be provided for each pupil.

Tuition and Fees:

75-4409. When necessary the county high school board of education or the high school district board of education empowered to charge tuition at a maximum rate of not to exceed $125.00 per year per student for attendance.

Bonding Authority:

75-4404. Authority granted and the manner described for holding election for bonding for buildings, enlarging, altering, or acquiring property---granted to the county or high school district board of education.

75-3902. (1224.2) Limitations on amount of issue. The maximum amount for which any school district shall be allowed to become indebted by the issuance of bonds, is hereby fixed at five per centum (5%).

NEW YORK

Local Levy:

6305- Financing of Community Colleges. (Junior Colleges)

-1. Plans, standards, and regulations prescribed by the state university trustees shall include provisions for financing capital costs and operating costs of such colleges in the following manner:

a. (See State Aid, below)
b. The local sponsor or sponsors shall provide one-half the capital costs and one-third the operating costs or whatever is necessary by appropriation from the general revenues, or from funds derived from special tax levies earmarked in part or whole for such purposes, by use of gifts or money or by use of property, gifts of property, or by furnishing services . . . (More about bonding - See below).

New York (cont.)

State Aid:

6305-1. a. State financial aid shall be one-half of the amount of the capital costs and one-third of the operating costs, subject to such maximum limitations as may be prescribed by the state university trustees. May be determined on the basis of maximum per student as determined by capacity for capital costs, or for each student in attendance for operating costs or other factors as determined by the state university trustees.

Tuition and Fees:

6305-1. c. Tuition and fees charged students shall be fixed so as not to exceed in the aggregate more than one-third of the amount of operating costs of the community college.

6305-5. Any community college may with consent of its own legislative body require lesser fees than enough to provide an aggregate amount equal to one-third the total operating costs, provided the local agency provide the necessary amount. . .Out-of-district and out-of-state payment of fees and tuition may be charged subject to approval of the state university trustees.

Bonding Authority:

6305-1-b. Local sponsors may authorize the issuance of bonds or notes pursuant to the provisions of the local finance law (city-county) to provide any portion or all of its requisite share of capital costs.

Special--6305-3. Nothing in the law shall prevent sponsors from exceeding the maximum limitations of cost or allowance prescribed by the state university trustees provided the local sponsor bears the excess costs.

OREGON

335.950. A junior college shall be deemed a part of the district public school system.

Local Levy:

335.820.(1) The high school district board shall levy an annual tax on all taxable property of the district sufficient to raise the amount necessary for school district purposes.

No legal limit in the statutes.

For tax levy for bond redemption see below.

For tax levy required to be eligible for Basic School Support Funds see below.

State Aid:

335.945. Sec. 12. (1) The Superintendent shall distribute annually to each district operating a community college an amount equal to the lesser of:

(a) $4.17 for each term hour of classes approved by the State Board of Education completed by a student in the community college who is a resident of Oregon.

Oregon (cont.)

(A term hour is one hour of classwork of a single student for approximately one-third of a school year.)

(b) Twenty-five per cent of the operation expense of the community college.

Basic School Support Fund- This fund is available to public school district, but no reference is made as to whether junior colleges share in the program.

(2) If during the fiscal year of a biennium commencing July 1, 1957, or subsequent year the amount due the reporting districts for that year under (1) of this section exceeds $45,000.00, each district shall be paid a prorata share of $45,000.00.

Tuition and Fees:

335-940. (1) The district school board may fix a tuition rate and fee schedule to be paid by junior college students.

(2) Students who are not residents of the district may be admitted to the community college on terms determined by the district board.

Bonding Authority:

328.790. Bond issues.

School districts may contract a bonded indebtedness for the purpose of providing funds with which to acquire, to construct, to reconstruct, to improve, to repair, to equip, to furnish a school building or school buildings, or additions thereto, and to acquire property, real and personal . . . and provide for the payment of the debt.

328.245. Limitation of bonded debt of school districts.

(1) (a) In a school district operation both elementary and high school, nine per cent of the total value of all taxable property in the district.

(b) In all other separate school districts, three per cent of the total value of the property of the school district.

328.260. (1) The district school board shall levy in addition to all other taxes a tax on taxable property in the school district sufficient to pay interest and principal of the bonds.

TEXAS

Local Levy:

2815h. 3a- Junior College districts shall have the power to issue bonds for construction and equipment of school buildings and the acquisition of sites and provide interest and sinking funds for bonds by levying taxes as necessary. A tax for buildings, structures, and acquisition of sites may be levied provided the tax does not exceed $.50 per each $100.00 of assessed valuation of the district and provided the total tax levied for junior colleges does not exceed $1.00 per each $100.00 of assessed valuation of property of the district

Texas (cont.)

provided a majority of the voters of the junior college district approve the action at an election called for the purpose upon the filing of a petition signed by 10% of the qualified voters of the district.

3b- Also junior college districts may levy and collect taxes for the support and maintenance of junior colleges by the same method as provided in 3a above provided the total tax levied for junior college purposes shall not exceed $1.00 per $100.00 of property valuation.

State Aid:

2815j-1. Any first class junior college established according to statutory provision is entitled to state aid.

Art. IV-Sec. 4-b. The act provides for $230.00 per capita for each fulltime student carrying 15 semester hours of credit up to 230 students, and $189.00 per capita for each student over 230. The method used is to divide the total semester hours of work carried by all students on November 1 of each year by 15 to determine the total number of students. This money to be provided from the general fund of the state. Hours in excess of 18 semester hours of current registration by any student not to be counted nor any hours in excess of 64 earned at the institution.

Tuition and Fees:

Art. 2815t, Sec. 15- The Board of Regents for junior colleges has the power to fix such fees, and tuition rates as shall be deemed necessary.

Chapter 435p - 1297
Sec. 1-a. Resident students registered for 12 or more semester hours.

(Term of 4-1/2 mo.)	$50.00
Quarter hours (Term of 3 mo.)	30.00
Non Resident - Semester	125.00 - 200.00
Non Resident - Quarter	150.00
Resident or Non Resident with less than 12 hours (sum proportionate) but not less than	15.00
Same for Quarter, but not less than	10.00
Resident summer (12 weeks)	50.00
Non Resident summer	125.00

b. Power granted to make allowance for tuition scholarships.

Bonding Authority:

Art. 2815h- See above under Local Levy. (The Board of Regents for a junior college has the authority to issue bonds for the purpose of construction of buildings, other structures, and the acquisition of sites providing it does not exceed the above limitations of $.50 for such purposes and does not exceed $1.00 for total junior college purposes.)

UTAH

Local Levy: None.

State Aid:

55-33-11. Established Dixie College as a state junior college to be maintained and supported in all respects by the State of Utah.

55-33-1. Also established Snow College under the same plan.

55-33-4. Also established Weber College under the same plan.

55-33-6. Empowered the state board of education to construct the necessary buildings on a site and administer such junior college.

55-33-7. The state board of education shall have management and control of all such schools. All construction, maintenance, and support subject to legislative action upon recommendation of the state board of education.

55-33-14. Upon provision of a campus by the taxing unit of Carbon County, ther shall be a junior college at Price, Utah, in all respects maintained by the state under the control of the state Board of Education.

Tuition and Fees:

53-33-9. All entrance and tuition fees in all junior colleges receiving suppor from the state must be equal and uniform.

53-33-16. The uniform registration and tuition fees shall be determined by the State Board of Education.

53-33-8. The registration fee for a student in any state junior college shall be not less than $10.00. The tuition shall be not less than $25.00 per quarter, or not less than $37.50 per semester for each student in a state junior college. The President, Director, or presiding officer of a junior college may, subject to state Board of Education approval, waive fees (part or all) in case of meritorious or impecunious students, not to exceed 10% of the regular bona fide students registered.

55-33-3. All registration and tuition fees shall be determined by the Board of Trustees for the Utah State Agricultural College. (Snow was made a branch o the SUAC-Utah State Agricultural College was later made Utah State Universit

Bonding Authority: None.

WASHINGTON

(Remington Revised Statutes and Revised Code of Washington)

Local Levy:

4810, 4834, 4818, and 4847. In all school districts the local levy shall not exceed 1% of the assessed valuation of taxable property of the district unless by a vote of the district electors. With an increase by election the local levy shall not exceed 2% of the assessed valuation of the taxable property in the district. The above levy is excluding the repayment of bonded indebtedness.

Washington (cont.)

State Aid:

28.41.060. Current State School Fund.

(1) Each district shall receive thirty-five cents for each day's attendance based upon the total actual days' attendance credit for the preceding school year. (Days' attendance of a district means the aggregate of the days attended by all pupils in the schools of the district.)

(2) Districts shall be reimbursed for 30% of the cost of transportation.

(3) Equalization payments shall be made to each district to meet the minimum requirements set forth above in (1) and (2), provided that the total apportionment to each district shall be diminished by the difference between the proceeds of the actual school district tax levy in the district for the preceding year and the amount the maximum levy allowed by law without a vote of the electors would have produced.

(4) Each district shall be allowed an amount for each education unit in the district which shall be determined by proration of the apportionment made to carry out the purposes of this chapter after said appropriation credits have been allowed. (An education unit means a combination of a qualified teacher pupil attendance equal to forty-five hundred days' attendance maintained by the district for the preceding year.)

28.41.070. (6) For determining the amount to be apportioned to the districts, two times the actual days' attendance shall be allowed in the thirteenth and fourteenth years.

(7) Three thousand days' attendance shall be allowed for each special service unit in remedial education, guidance, health, and other special services designated by the state board of education.

(8) One-fifth day's attendance shall be allowed for each hour's actual attendance in night classes, part-time schools, and adult education.

Tuition:

28.84.100. Subject to approval of the state board of education, the board of trustees of each junior college may prescribe uniform fees to be paid by the students enrolled in the junior college. Funds may be used for operating expenses, or for buildings or housing, or permanent equipment.

Bonding:

28.84.110. Beyond fees and donations used for housing and permanent equipment, the residents of the area served have the responsibility of providing housing and equipment for the junior college.

WYOMING

Local Levy:

67-2104. (j) A community college or junior college district may levy a tax not to exceed 2½ mills on the assessed valuation of the district.

State Aid:

Flat grant by legislative appropriation.

Chapter 200. (1957) Sec. 1. The legislature hereby appropriates $80,000.00 to be used for employment of teachers at one junior college and three community colleges.

Sec. 2. $40,000.00 to be used by the four institutions in 1957 and a like amount in 1958.

Tuition and Fees:

67-2104. (q) The community college district board may charge and collect student fees and may require that fees of students residing outside the district be greater in amount than fees charged resident students.

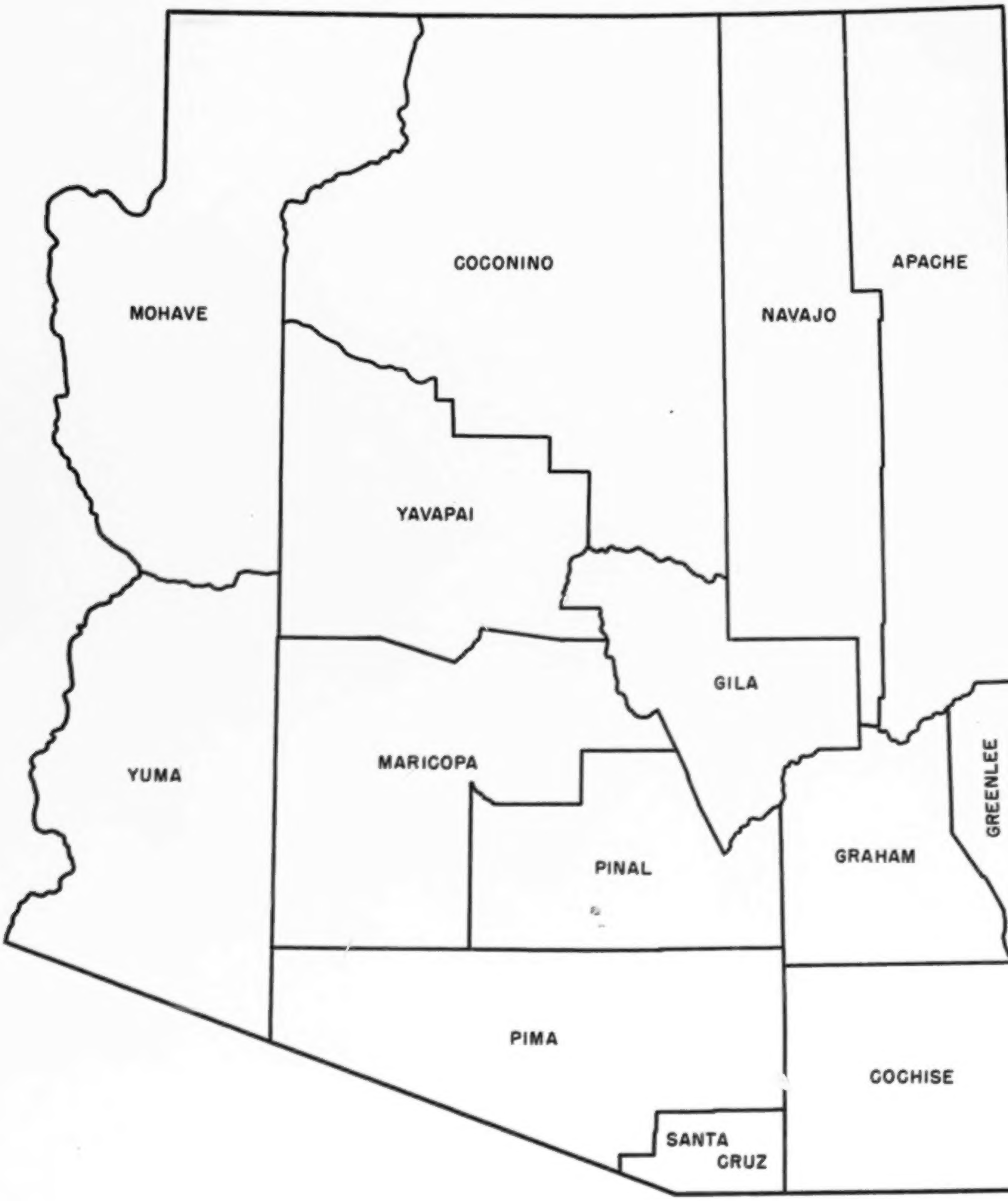
Bonding Authority:

67-2104. (m) The community college board may submit to the electors of the district the question of issuance of bonds not to exceed 2% of the assessed valuation of the district for purchase, erection, remodeling, or completion of building or buildings and equipment, and suitable sites therefor.

Bonds with limits of 25 years.

Note*

67-2106. The legislature established a community college commission for the state of Wyoming.


MOHAVE
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YAVAPAI
GILA
YUMA
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PINAL
GRAHAM
GREENLEE
PIMA
COCHISE
SANTA CRUZ